

Updated September 2021	Design and Technology Essential Knowledge: Progression document (Year A)										
Embedding our learning culture	<p>Curricular Goal: Know how to design, make and evaluate different products and understand how products have changed through time</p> <p>KS1: How can I plan, make and improve products and show I know how products have changed?</p> <p>KS2: How can I design, make and evaluate products and show that I understand how products have change through time?</p>										
<p>Safe</p> <ul style="list-style-type: none"> online safety positive attitudes to learning visits British Values <p>Achieving</p> <ul style="list-style-type: none"> alteration in LTM building knowledge including recalls and low stakes quizzes personalised learning <p>Nurtured</p> <ul style="list-style-type: none"> dialogic approach 		Reception Units of Essential Knowledge	Year 1 & 2 Units of Essential Knowledge			Year 3 & 4 Units of Essential Knowledge			Year 5 & 6 Units of Essential Knowledge		
			Cooking and nutrition	Structures	Construction: levers and sliders	Cooking and nutrition	Textiles	Construction: stable structures	Cooking and nutrition	Textiles	Construction: CAMS
	<p>Component 1: Know how to design a purposeful, functional and appealing product (design)</p>	<p>Safe use of materials and tools:</p> <p>scissors (hold, grip, cut)</p>	<p>The way to design a product</p> <ul style="list-style-type: none"> discussions use simple labelled drawings 			<p>The way to design a product</p> <ul style="list-style-type: none"> use detailed annotated sketches use including pattern pieces 			<p>The way to design a product showing key detail</p> <ul style="list-style-type: none"> use exploded diagrams use computer aided design 		
<p>Component 2: Know how to make a product by cutting, joining, finishing (make) using specific techniques (technical understanding)</p>	<p>PVA (dip, small amount of glue, spread)</p> <p>glue stick (pull lid off, twist, spread, twist down, push lid on)</p> <p>tape (find end, peel up, stick roll to</p>	<p>Healthy and varied snacks</p> <ul style="list-style-type: none"> identify design and make own 	<p>Create stability within structures:</p> <ul style="list-style-type: none"> folding rolling 	<p>Levers and sliders make things move</p>	<p>Healthy an varied diet</p> <ul style="list-style-type: none"> simple meal <p>Food comes from different places</p>	<p>Fabric can be decorated in different ways:</p> <ul style="list-style-type: none"> natural dyes fabric paint/pens 	<p>Create stability within structures</p> <ul style="list-style-type: none"> strengthened stiffed reinforced <p>Maths Y1Y2 shape</p>	<p>Seasonality affects the food we eat</p> <ul style="list-style-type: none"> create a healthy and balanced meal based on seasonality 	<p>Fabric can be decorated in different ways</p> <ul style="list-style-type: none"> an awareness of the natural environment can be shown through careful colour matching showing 	<p>Cams are used to make objects move</p> <p>Ismail Al-Jazari</p>	

<ul style="list-style-type: none"> learning from mistakes 		<ul style="list-style-type: none"> table, pull roll for small 				<p>Science Y1Y2 Animals including humans</p>			<p>for different purposes</p>	<p>understanding of seasonal colours</p>	
<ul style="list-style-type: none"> development of cultural capital: enhancements <p>Included</p> <ul style="list-style-type: none"> pupils supported to meet endpoints British Values <p>Responsible Respected</p> <ul style="list-style-type: none"> development of interpersonal skills: the whole child 	<p>Component 3: Know how to evaluate a product (evaluation)</p>	<ul style="list-style-type: none"> amount, hold, cut) pencils (pencil grip, sharp end awareness, pencil control, pressure) sharpeners (blade/ no fingers, correct hold, pencil in, twist) pens, whiteboard pens (pull lid off, use with grip/ control, put lid on) paintbrushes (grip, strokes) paint and pots (lids up/off, bottle hold, pour, small 	<p>Evaluate existing products based on a given design criteria</p>	<p>Evaluate existing products based on a given design criteria</p>	<p>Analyse existing products, looking at specific component parts, based on a detailed design specification</p>						

		amount, lids on) stapler (safety, materials to use, material in flat, flat hand press)			
--	--	---	--	--	--