Stratford Upon Avon Primary School

Design and Technology Progression Map

Key stage 1 Pupils should be taught:

♣ to use a range of materials creatively to design and make products

♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

♣ to create sketch books to record their observations and use them to review and revisit ideas

♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

♣ about great artists, architects and designers in history.

Stratford Upon Avon Primary School

Design and Technology Progression Map

Aspects	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Everyday products	Skill Name and explore a range of everyday products and describe how they are used. Knowledge Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. **ELG:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Key vocabulary: Rough, smooth, colour	Skill Name and explore a range of everyday products and describe how they are used. Knowledge An axle is a rod that is connected to the centre of a wheel, which allows it to turn. A chassis is the frame of a vehicle. A shelter is a structure designed to give protection from weather or danger. Key vocabulary: Moving vehicles: wheels, axles, chassis, vehicle Shelter and shade: shelter, permanent, temporary, structure	Skill Explore and investigate different cooking tools. Knowledge Different tools are used for different purposes. Key vocabulary: Utensils, purpose, equipment, sharp, blade, grate	Skill Explain how an existing produce benefits the user. Knowledge Particular products are designed for specific tasks. For example designing a product to help grow plants will require certain materials. Key vocabulary: Purpose, design, use	Skill Investigate and identify the design features of a familiar product. Knowledge Design features are the aspects of a product's design that the designer would like to emphasise. For example, the use of a particular material or a feature that makes the product durable. Key vocabulary: Features, durable, purpose		

Stratford Upon Avon Primary School

Design and Technology Progression Map

Staying safe	Skill Follow the rules to keep safe during a practical task. Knowledge Rules are to keep us safe. We must listen to the rules carefully and follow instructions. We must use tools properly so that we keep ourselves safe. **ELG:** Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,	Skill Follow the rules to keep safe during a practical task. Knowledge Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food. Key vocabulary: Safety, rules, protection, sharp	Skill Work safely and hygienically in construction and cooking activities. Knowledge Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills. Tools and equipment must be used properly and safely. We must follow the instructions to keep ourselves and others safe. Key vocabulary: Safety, rules, protection, sharp, tools, blade, dice	Skill Use appliances safely with adult supervision. Knowledge Safety rules must also be followed when using electricity: fingers and other objects must not be put into electrical outlets, anything with a cord or plug should never be used around water and a plug should never be pulled out by its cord. Electrical appliances must only be used under the supervision of an adult. Key vocabulary: Safety, rules, protection, sharp, tools, blade, dice, steam, roast		Skill Work safely with everyday chemical products under supervision, such as disinfectant hand wash and surface cleaning spray. Explain the functionality and purpose of safety features on a range of products. Knowledge Safety features are often incorporated into products that might cause harm. Some examples include the child-safety caps on medicine bottles, seatbelts in cars, covers for electrical sockets and finger guards on doors. Chemicals are used in the home everyday. They include cleaning products, such as bleach, disinfectant, but also paints,	

Stratford Upon Avon Primary School

Design and Technology Progression Map

	form and function. Key vocabulary: Rules, safety, protection					glues, oils, pesticides and medicines. Most chemical products carry a hazard symbol showing in what way the chemical could be harmful. Chemicals should only be used with adult supervision. Appropriate safety precautions, such as wearing goggles and gloves, working a well-ventilated room, wiping up spills and tying back long hair should be taken Key vocabulary: Protective equipment, chemicals, safety, medicines, tools, equipment, danger	
Mechanisms and Movement	Skill Explore objects that move. Knowledge Structures can have moving parts. **ELG:** Understanding the world	Skill Use wheels and axles to make a simple moving model. Knowledge Most vehicles that move on land have axles and wheels	Skill Use a range of mechanisms (levers, sliders, wheels and axles) in models or products. Knowledge A mechanism is a device that takes one type of motion or	Skill Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products. Knowledge Cams are devices that can convert		Skill Use mechanical systems in their products, such as pneumatics. Knowledge A pneumatic system uses compressed air to exert a force. Pneumatic systems	Skill Explain and use mechanical systems in their products to meet a design brief. Knowledge Mechanical systems can include sliders, levers, linkages, gears, pulleys and

Stratford Upon Avon Primary School

Design and Technology Progression Map

	Key vocabulary: Wheels	that are fixed to a chassis. An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels. An axle fixed to a chassis has freely moving wheels. Key vocabulary: Wheels, axle, axle holder, chassis, rotate	force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers and linkages. Sliders move from side to side or up and down, and are often used to make moving parts in books. Levers consist of a rigid bar that rotates around a fixed point. They reduce the amount of work needed to lift a heavy object. Key vocabulary: Slider, linkage, lever, mechanism	circular motion into up-and-down motion. The cam is fixed to the axle and the follower sits on the cam. When the axle is rotated, the follower moves up and down, following the same of the cam. Axles are shafts on which wheels can rotate to make a moving vehicle. Different shaped cams produce different patterns of movement in the follower. Key vocabulary: Cam, axle, follower		use energy that is stored in compressed air to do work, such as inflating a balloon to open a model monster's mouth. These effects can be achieved using syringes and plastic tubing. Key vocabulary: Pneumatics, prototype, mechanism, function, compressed air	cams. Other mechanisms include pneumatics and hydraulics. Key vocabulary: Slider, lever, linkage, gears, pulleys, cams, pneumatics, hydraulics
Design/Generation of ideas	Skill Create a design following a simple criterion. Knowledge We can think of ideas and use them in a design. **ELG:** Creating with materials Key vocabulary: Design, plan, ideas	Skill Create a design to meet simple design criteria. Knowledge A product of project is usually guided by a set of design criteria. The project or product must meet the design criteria to be successful. Key vocabulary:	Skill Generate and communicate their ideas through a range of different methods Knowledge Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and	Skill Develop design criteria to inform a design. Knowledge Design criteria are the exact goals a project must achieve to be successful. These criteria might include the product's use, appearance, cost and target user. Key vocabulary: Design, plan, criteria, ideas, written,	Skill Use sketches to test and communicate their ideas. Knowledge Sketches communicate ideas in a visual, detailed way. Key vocabulary: Design, plan, criteria, ideas, written, drawings, models, goals, use, cost, appearance, visual	Skill Use annotated sketches to test and communicate their ideas. Knowledge Annotated sketches show specific parts of a design, highlight sections or show functions. Key vocabulary: Design, plan, criteria, ideas, written, drawings, models, goals, use,	Skill Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways. Knowledge Design criteria should cover the intended use of the product, age range targeted and final appearance.

Stratford Upon Avon Primary School

Design and Technology Progression Map

		Design, plan, criteria, ideas	communication technology. Key vocabulary: Design, plan, criteria, ideas, written, drawings, models	drawings, models, goals, use, cost, appearance		cost, appearance, sketch, notes, annotations	Ideas can be communicated in a range of ways, including through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces. Key vocabulary: Design, plan, criteria, ideas, written, drawings, models, goals, use, cost, appearance, sketch, notes, annotations
Structures	Skill Children to explore different materials Knowledge Different materials can be used for different purposes. **ELG:** Creating with materials Key vocabulary: Build, cut, measure, tools, base, tower, balance	Skill Construct simple structures, models or other products using a range of materials. Knowledge Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink. Construct simple structures, models	Skill Explore how a structure can be made stronger, stiffer and more stable. Knowledge Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. Key vocabulary: Build, cut, measure, tools, base, tower, balance, structure, foundation, lean,	Skill Create shell or frame structures using diagonal struts to strengthen them. Knowledge Diagonal struts can strengthen the structure. Adding diagonal struts to a frame structure adds strength and stability. Shell structures are hollow, 3-D structures with a thin outer covering, such as a box. Frame structures are made			Skill Select the most appropriate materials and frameworks for different structures, explaining what makes them strong. Knowledge Strength can be added to a framework by using multiple layers. For example, corrugated cardboard can be placed with corrugations running alternately vertically and horizontally. Triangular shapes can be used instead of square shapes

Stratford Upon Avon Primary School

Design and Technology Progression Map

		or other products using a range of materials. Key vocabulary: Build, cut, measure, tools, base, tower, balance, structure, foundation, lean, topple, strength	topple, strength, join, score, stable, stiff, strengthen	from thin, rigid components, such as a tent frame. The rigid frame gives the structure shape and support. Key vocabulary: Build, cut, measure, tools, base, tower, balance, structure, foundation, lean, topple, strength, framework, construct			because they are more rigid. Frameworks can be further strengthened by adding an outer cover. Key vocabulary: Build, cut, measure, tools, base, tower, balance, structure, foundation, lean, topple, strength, framework, construct, cover, layer, vertical, horizontal
Investigation	Skill Use appropriate tools for a simple task. Knowledge Different tools have different purposes. **ELG:** Creating with materials and being imaginative and expressive Key vocabulary: Tools, blade, join, measure, cut	Skill Select the appropriate tool for a simple practical task. Knowledge Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking. Key vocabulary: Tools, blade, join, measure, cut, stick, join	Skill Select the appropriate tool for a task and explain their choice. Knowledge Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials. Safety rules must be followed to prevent injury from sharp blades. These rules include using a bench hook to keep the	Skill Use tools safely for cutting and joining materials and components. Knowledge Specific tools can be used for cutting, such as saws. Wood can be joined using glue, nails, staples, or a combination of these. Safety rules must be followed to prevent injury from sharp blades. These rules include using a bench hook to keep the wood still, using a junior hacksaw with a pistol grip and working under adult supervision.		Skill Name and select increasingly appropriate tools for a task and use them safely. Knowledge There are many rules for using tools safely and these may vary depending on the tools being used. For example, someone using a chisel should chip or cut with the cutting edge pointing away from their body. All tools should be cleaned and put away after use, and should not be used	Skill Select appropriate tools for a task and use them safely and precisely. Knowledge Precision is important in producing a polished, finished product. Correct selection of tools and careful measurement can ensure the parts fit together correctly. Key vocabulary: Tools, blade, join, measure, cut, stick, join, safety, hold, grip, maintenance, accurate, accuracy

Stratford Upon Avon Primary School

Design and Technology Progression Map

			wood still, using a junior hacksaw with a pistol grip and working under adult supervision. Key vocabulary: Tools, blade, join, measure, cut, stick, join, safety, hold, grip	Key vocabulary: Tools, blade, join, measure, cut, stick, join, safety, hold, grip		if they are loose or cracked. Key vocabulary: Tools, blade, join, measure, cut, stick, join, safety, hold, grip, maintenance	
Evaluation	Skill To identify what has worked well and weaknesses to improve. Knowledge Children can name what has worked well and what can be improved. **ELG:** Creating with materials and speaking Key vocabulary: Well, success, weakness, improvement	Skill Talk about their own and each other's work, identifying strengths or weaknesses and offering support. Knowledge A strength is a good quality of a piece of work. A weakness is an area that could be improved. Key vocabulary: Well, success, weakness, improvement, strength	Skill Explain how closely their finished products meet their design criteria and say what they could do better in the future. Knowledge Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned. Key vocabulary: Well, success, weakness, improvement, criteria, evaluate	Skill Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account. Knowledge Asking questions can help others to evaluate their products, such as asking them whether the selected materials achieved the purpose of the model. Key vocabulary: Well, success, weakness, improvement, criteria, selection, design criteria, evaluate	Skill Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements. Knowledge Evaluation can be done by considering whether the product does what it was designed to do, whether it has an attractive appearance, what changes were made during the making process and why the changes were made. Evaluation also includes suggesting improvements and	Skill Test and evaluate products against a detailed design specification and make adaptations as they develop the product. Knowledge Testing a product against the design criteria will highlight anything that needs improvement or redesign. Changes are often made to a design during manufacture. Key vocabulary: Well, success, weakness, improvement, evaluation, redesign, adapt, improve	Skill Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others. Knowledge Design is an iterative process, meaning alterations and improvements are made continually throughout the manufacturing process. Evaluating a product while it's being manufactured, and explaining these evaluations to others, can help to refine it. Key vocabulary: Well, success, weakness, improvement, evaluation, redesign,

Stratford Upon Avon Primary School

Design and Technology Progression Map

					explaining why they should be made. Key vocabulary: Well, success, weakness, improvement, evaluation		adapt, improve, manufacture
Cutting and joining textiles	Skill Use scissors to cut and glue to join. Knowledge Scissors can be used to cut fabrics, glue can be used to join fabrics. **ELG:** Gross motor skills, fine motor skills and creating with materials Key vocabulary: Cut, join, fold, stick	Skill Cut and join textiles using glue and simple stitches. Knowledge Scissors are used to cut fabrics. Glue and simple stitches, such as running stitch, can be used to join fabrics. Running stitch is made by passing a needle in and out of fabric at an even distance. Key vocabulary: Cut, join, fold, stick, stitch, running stitch, needle	Skill Use different methods of joining fabrics, including glue and running stitch. Knowledge A running stitch is a basic stitch that is used to join fabric. It is made by passing a needle in and out of fabric at an even distance. Key vocabulary: Cut, join, fold, stick, stitch, running stitch, needle		Skill Cut and join wools, threads and other materials to a loom. Hand sew a hem or seam using a running stitch. Knowledge A loom is a piece of equipment that is used for making fabric by weaving wool or thread. Weaving involves interlacing pieces of thread or yarn. A hem runs along the edge of a piece of cloth or clothing. It is made by turning under a raw edge and sewing to give a neat and quality finish. Key vocabulary: Cut, join, fold, stick, stitch, running stitch, needle, weaving, thread, yarn, wool, loom, raw edge	Skill Combine stitches and fabrics with imagination to create a mixed media collage. Knowledge A collage is artwork made by sticking materials, such as scraps of paper or fabric, onto a background. A mixed media collage is made using various materials and media, such as ink and paint. Key vocabulary: Cut, join, fold, stick, stitch, running stitch, needle, collage, mixed media	Skill Pin and tack fabrics in preparation for sewing and more complex pattern work. Knowledge Pinning with dressmaker pins and tacking with quick, temporary stitches holds fabric together in preparation for and during sewing. Key vocabulary: Cut, join, fold, stick, stitch, running stitch, needle, collage, mixed media, temporary

Stratford Upon Avon Primary School

Design and Technology Progression Map

Materials for purpose	Skill Children to experiment with different materials for different purposes. Knowledge Different materials can be used for different purposes **ELG:** Creating with materials Key vocabulary: Strong, weak, rough, smooth, waterproof, see-through	Skill Select and use a range of materials, beginning to explain their choices. Knowledge Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows. Key vocabulary: Strong, weak, rough, smooth, waterproof, see-through, transparent, opaque	Skill Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. Knowledge Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint. Key vocabulary: Strong, weak, rough, smooth, waterproof, see-through, transparent, opaque, properties	Skill Plan which materials will be needed for a task and explain why. Knowledge Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost. Key vocabulary: Strong, weak, rough, smooth, waterproof, see-through, transparent, opaque, properties	Skill Choose from a range of materials, showing an understanding of their different characteristics. Knowledge Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Key vocabulary: Strong, weak, rough, smooth, waterproof, see-through, transparent, opaque, properties, suitability	Skill Select and combine materials with precision. Knowledge Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques. Key vocabulary: Strong, weak, rough, smooth, waterproof, see-through, transparent, opaque, properties, suitability, feel, texture	Skill Choose the best materials for a task, showing an understanding of their working characteristics. Knowledge It is important to understand the characteristics of different materials to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability. Key vocabulary: Strong, weak, rough, smooth, waterproof, see-through, transparent, opaque, properties, suitability, texture, feel

Stratford Upon Avon Primary School

Design and Technology Progression Map

Decorating and embellishing textiles	Skill Attach decorations with glue or tying on. Knowledge Decorations can be attached with glue or tying. **ELG:** Creating with materials/ Key vocabulary: Glue, stick, tie, attach, join	Skill Use gluing, stapling or tying to decorate fabric, including buttons and sequins. Knowledge Fabric can be decorated using materials and small objects, such as buttons and sequins. Decorations can be attached to the fabric by gluing, stapling or tying. Key vocabulary: Glue, stick, tie, attach, join, staple, tying	Skill Add simple decorative embellishments, such as buttons, prints, sequins and appliqué. Knowledge Embellishment is a decorative detail or feature added to something to make it more attractive. Key vocabulary: Glue, stick, tie, attach, join, staple, tying, embellishment		Skill Create detailed decorative patterns on fabric using printing techniques. Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows. Knowledge A loom weaving is a piece of fabric that has been woven on a loom by interlacing threads. Block printing techniques and fabric paint are used to create decorative, repeated patterns on fabrics. Key vocabulary: Glue, stick, tie, attach, join, staple, tying, embellishment, decorative, patterns	Skill Use applique to add decoration to a product or artwork. Knowledge Applique is a technique where pieces of material are attached to another material by stitching or gluing. Key vocabulary: Glue, stick, tie, attach, join, staple, tying, embellishment, decorative, patterns, applique	Skill Use different methods of fastening for function and decoration, including press studs, Velcro and buttons. Knowledge Fastenings hold a piece of clothing together. Types of fastenings include zips, press studs, Velcro and buttons. Key vocabulary: Glue, stick, tie, attach, join, staple, tying, embellishment, decorative, patterns, applique, fastening, zips, Velcro, studs and buttons
Food preparation and cooking	Skill Children to use non-standard measures such as cups, spoons and bowls. Knowledge Using non-standard measures is a way of measuring that	Skill Measure and weigh food items using non-standard measures, such as spoons and cups. Knowledge Using non-standard measures is a way of measuring that does not involve	Skill Prepare ingredients by peeling, grating, chopping and slicing. Knowledge Some ingredients need to be prepared before they can be cooked or eaten. There are many ways to prepare	Skill Prepare and cook a simple savoury dish. Knowledge Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing,		Skill Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish. Knowledge Sweet dishes are usually desserts, such as cakes, fruit	Skill Follow a recipe that requires a variety of techniques and source the necessary ingredients independently. Knowledge Ingredients can usually be bought at supermarkets, but

Stratford Upon Avon Primary School

Design and Technology Progression Map

	does not involve reading scales. **ELG:** Creating with materials and number Key vocabulary: Measure, weigh	reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of handspans or pencils laid end to end. Key vocabulary: Measure, weigh, non-standard, scales	ingredients: peeling skins using a vegetable peeler, such as potato skins; grating hard ingredients, such as cheese or chocolate; chopping vegetables, such as onions and peppers and slicing foods, such as bread and apples. Key vocabulary: Measure, weigh, non-standard, scales, prepare, raw, cook, ingredients, peel, grate, chop	grating, mixing and skinning. Key vocabulary: Measure, weigh, non-standard, scales, prepare, raw, cook, ingredients, peel, grate, chop, deseed, slice, dice		pies and trifles. Savoury dishes usually have a salty or spicy flavour rather than a sweet one. Key vocabulary: Measure, weigh, non-standard, scales, prepare, raw, cook, ingredients, peel, grate, chop, deseed, slice, dice, sweet, savoury, salty, spicy	specialist shops may stock different items. Greengrocers sell fruit and vegetables, butchers sell meat, fishmongers sell fresh fish and delicatessens usually sell some unusual prepared foods, as well as cold meats and cheeses. Key vocabulary: Measure, weigh, non-standard, scales, prepare, raw, cook, ingredients, peel, grate, chop, deseed, slice, dice, sweet, savoury, salty, spicy, source
Nutrition	Skill Children to select appropriate food. Knowledge Fruit and vegetables are important. **ELG:** The natural world Key vocabulary: Food, taste, healthy, unhealthy	Knowledge Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day. Key vocabulary: Food, taste, healthy, unhealthy, portions	Skill Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal. Select healthy ingredients for a fruit or vegetable salad. Knowledge Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit	Skill Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars). Knowledge There are five main food groups that should be eaten regularly as part of a balanced diet: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish,		Skill Evaluate meals and consider if they contribute towards a balanced diet. Knowledge A balanced diet gives your body all the nutrients it needs to function correctly. This means eating a wide variety of foods in the correct proportions. Key vocabulary:	Skill Plan a healthy daily diet, justifying why each meal contributes towards a balanced diet. Knowledge Eating a balanced diet is a positive lifestyle choice that should be sustained over time. Food that is high in fat, salt or sugar can still be eaten occasionally as part of a balanced diet.

Stratford Upon Avon Primary School

Design and Technology Progression Map

			and vegetables every day. A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables. Key vocabulary: Food, taste, healthy, unhealthy, portions, carbohydrates, fats, proteins, fish, oils	eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet. Key vocabulary: Food, taste, healthy, unhealthy, portions, carbohydrates, fats, proteins, fish, oils, balanced diet		Food, taste, healthy, unhealthy, portions, carbohydrates, fats, proteins, fish, oils, balanced diet, variety	Key vocabulary: Food, taste, healthy, unhealthy, portions, carbohydrates, fats, proteins, fish, oils, balanced diet, variety
Origins of food	Skill Explore that food comes from different places Knowledge Know that food comes from different sources **ELG:** Natural world Key vocabulary: Food, grow, bake, make	Knowledge Some foods come from animals, such as meat, fish and dairy products. Other foods come from plants, such as fruit, vegetables, grains, beans and nuts. Key vocabulary: Food, source, plants vegetables, fruit, meats, grains, oils, fats	Skill Sort foods into groups by whether they are from an animal or plant source. Knowledge Food comes from two main sources: animals and plants. Cows provide beef, sheep provide lamb and mutton and pigs provide pork, ham and bacon. Examples of poultry include chickens, geese and turkeys. Examples of fish include cod, salmon and shellfish. Milk comes mainly from cows but also			Skill Describe what seasonality means and explain some of the reasons why it is beneficial. Knowledge Seasonality is the time of year when the harvest or flavour of a type of food is at its best. Buying seasonal food is beneficial for many reasons: the food tastes better; it is fresher because it hasn't been transported thousands of miles; the nutritional value is higher; the	

Stratford Upon Avon Primary School

Design and Technology Progression Map

			from goats and sheep. Most eggs come from chickens. Honey is made by bees. Key vocabulary: Food, source, plants vegetables, fruit, meats, grains, oils, fats, nutrients			carbon footprint is lower, due to reduced transport; it supports local growers and is usually cheaper. Key vocabulary: Food, source, plants vegetables, fruit, meats, grains, oils, fats, nutrients, seasonality	
Compare and contrast	Skill Children can name something that is similar about them and something that is different about them. Knowledge Products can be compared. **ELG:** Being imaginative and expressive Key vocabulary: Same, different	Skill Describe the similarities and differences between two products. Knowledge Two products can be compared by looking at a set of criteria and scoring both products against each one. Key vocabulary: Same, different, similar, compare	Skill Compare different or the same products from the same or different brands. Knowledge Products can be compared by looking at particular characteristics of each and deciding which is better suited to the purpose. Key vocabulary: Same, different, similar, compare, suited, purpose	Skill Explain the similarities and difference between the work of two designers. Knowledge Work from different designers can be compared by assessing specific criteria, such as their visual impact, fitness for purpose and target market. Key vocabulary: Same, different, similar, compare, suited, purpose		Skill Compare two or more products. Knowledge A comparison table can be used to compare products by listing specific criteria on which each product can be judged or scored. Key vocabulary: Same, different, similar, compare, suited, purpose, criteria, product	Skill Compare two or more products or inventions. Knowledge Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money. Key vocabulary: Same, different, similar, compare, suited, purpose, criteria, product, appearance
Significant people		.		Skill Explain why a designer or inventor is important. Knowledge	Skill Explain how and why a significant designer or inventor shaped the world. Knowledge	Skill Describe the social influence of a significant designer or inventor. Knowledge	Skill Present a detailed account of the significance of a favourite designer or inventor. Knowledge

Stratford Upon Avon Primary School

Design and Technology Progression Map

				Key inventions in design and technology have changed the way people live. Many key individuals have helped to shape the world. These include engineers, scientists, designers, inventors and many other people in important roles. Key vocabulary: Designer, inventor, scientist, significant	Significant designers and inventors can shape the world. Key vocabulary: Designer, inventor, scientist, significant, impact, improve	Many new designs and inventions influenced society. For example, labour-saving devices in the home reduced the amount of housework, which was traditionally done by women. This enabled them to have jobs. Key vocabulary: Designer, inventor, scientist, significant, impact, improve	The significance of a designer or inventor can be measured in various ways. Their work may benefit society in health, transport, communication, education, the built environment or technology. It may enhance culture in different areas, such as fashion, ceramics or computer games. Key vocabulary: Designer, inventor, scientist, significant, impact, improve