

St Columb Minor Academy DT Disciplinary knowledge progression EYFS/KS1/KS2

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Say how they will make their products suitable for their intended users. Say how they will make their products suitable for their intended users. Say how they work. Say how they will make their products information about the needs, wants, needs, wants, preferences and values of and value particular particular individuals individuals			· ·	•	•	•	·
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products suitable for their intended users. products suitable for their intended users. products information about the needs and users information about the needs and walues of wants of individuals individuals		-		Gather	Gather		•
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their intended users. their intended users. needs and needs and users needs and wants of individuals individuals		_ ·				⁻	and values of
users. users. wants of wants of individuals individual							
						·	
I particular particular and groups and groups		users.	users.				
Follow a simple Use simple individuals particular and groups. and groups.		Follow a simple	Hea simple	•	•	and groups.	and groups.
design criteria design criteria and groups.		-	-				



	to help				
To generate	develop their	Use pre-	Use pre-given		
ideas by	ideas.	given	prototypes to	Take user's	Take user's
-	To think of	•			
drawing on		prototypes to	discuss	views into	views into
their own	their own ideas	discuss	design ideas.	account when	account when
experiences.	and explain	design ideas.		designing.	designing.
	what they		Use		
	want to do.	Use	annotated	Considering	Indicate the
		annotated	sketches,	safety and	design
	Describe their	sketches,	cross-	reliability.	features of
	design using	cross-	sectional	Tellability.	their products
				Dagariba tha	
	pictures, model	sectional	drawings and	Describe the	that will
	mock-ups and	drawings and	exploded	purpose of	appeal to
	words.	exploded	diagrams to	their products	intended
		diagrams to	develop and	explain how	users.
	Develop and	develop and	communicate	particular	Considering
	communicate	communicate	their ideas.	parts of their	safety and
	ideas verbally	their ideas.		products	reliability.
	and through		Generate	work.	
	labelled	Generate	realistic		Describe the
	drawings.	realistic		Test their	purpose of
	urawings.		ideas,		
		ideas,	focusing on	ideas using	their products
		focusing on	the needs of	prototypes	explain how
		the needs of	the user.	and pattern	particular
		the user.		pieces in	parts of their
			Make design	order to	products
		Make design	decisions that	develop and	work.
		decisions	take account	improve their	
		that take	of the	ideas.	Test their
		account of	availability of	iacas.	ideas using
		the	resources.	Communicate	prototypes
			resources.		
		availability of		design ideas	and pattern
		resources.		in a variety of	pieces in
				ways	order to
				including	develop and
				verbally,	improve their
				written, using	ideas.
				annotated	
				sketches,	Communicate
				cross-	design ideas
				sectional	in a variety of
				drawings and	· ·
				_	ways
				exploded .	including
				diagrams to	verbally,
				develop and	written, using
				communicate	annotated
				their ideas.	sketches,
					cross-
				Use	sectional
				computer-	drawings and
				aided design	exploded
				to develop	diagrams to
				· ·	_
				and	develop and



					communicate	communicate
					their ideas.	their ideas.
					their facas.	their ideas.
					Make design	Use
					decisions,	computer-
					taking	aided design
					account of	to develop
					constraints	and
						communicate
					such as time,	
					resources and cost.	their ideas.
						Make design
					Justify their	decisions,
					decisions	taking
					about	account of
					materials and	constraints
					methods of	such as time,
					constructions.	resources and
						cost.
						Justify their
						decisions
						about
						materials and
						methods of
						constructions.
		C	oncept 2: Mal	ke .		
		KS1: Mechanism	-		les	
	KS2: Mechani	cal systems, ele	ctrical systems	s, structures, f	ood and textiles	
		•	Planning			
	1	Praction	cal skills and tech	niques		
Exploring	Select	Select	Select tools	Select tools	Select tools	Select tools
media and	appropriate	appropriate	and	and	and equipment	and equipment
materials	tools and	tools and	equipment	equipment	suitable for the	suitable for the
	materials to	materials to	suitable for	suitable for	task.	task.
Safely use and	use and why.	use and why.	the task.	the task.		
explore a					Explain their	Explain their
variety of	Use tools	Use tools	Select	Explain their	choice of tools	choice of tools
materials,	safely.	safely.	materials	choice of	and equipment	and equipment
tools and			and	tools and	in relation to	in relation to
techniques,	Plan by	Plan by	components	equipment	the skills and	the skills and
experimenting	suggesting	suggesting	suitable for	in relation to	techniques	techniques
with colour,	what to do	what to do	the task.	the skills and	they will be	they will be
design,	next and how	next and how		techniques	using.	using.
texture, form,	to progress as	to progress as	Order the	they will be		
and function;	their ideas	their ideas	main stages	using.	Select	Explain their
	develop.	develop.	of making.		materials and	choice of
Share their				Select	components	materials and
creations,	Select from a	Select from a	Apply	materials	suitable for the	components
explaining the	range of tools	range of tools	knowledge	and	task.	according to
process they	and	and	in order to	components		functional
have used.	equipment,	equipment,	follow	suitable for	Explain their	properties and



explaining	explaining	for safety		materials and	aesthetic
their choices.	their choices.	and hygiene.		components	qualities.
		7.5	Order the	according to	•
		Apply	main stages	functional	
		measuring,	of making.	properties and	
		marking and	G	aesthetic	
		cutting skills		qualities.	
		with some		•	
	Select from a	accuracy.	Apply	Produce	Produce
Select from a	range of		knowledge	appropriate	appropriate
range of	materials and	Assemble,	in order to	lists of tools,	lists of tools,
materials and	components	join and	follow	equipment and	equipment and
components	according to	combine	procedures	materials that	materials that
according to	their	materials	for safety	they need.	they need.
their	characteristics.	and	and hygiene.		
characteristics.		components		Formulate	Formulate
	Select from a	with some	Apply	step-by-step	step-by-step
Select from a	range of tools	accuracy.	measuring,	plans as a	plans as a
range of tools	and materials		marking and	guide to	guide to
and materials	with help, e.g.	Select the	cutting skills	making.	making.
with help, e.g.	hole punches,	correct tools	with some		
hole punches,	hand drills,	to use with	accuracy.	Work from a	Work from a
hand drills,	sandpaper.	different		detailed plan.	detailed plan.
sandpaper.	e 11	materials.	Assemble,		
- II	Follow		join and	Apply	Apply
Follow	procedures for	Apply a	combine	knowledge in	knowledge in
procedures for	safety and	range of	materials	order to follow	order to follow
safety and	hygiene.	finishing	and	procedures for	procedures for
hygiene.	Choose	techniques, including	components with some	safety and hygiene.	safety and hygiene.
Choose	materials and	those from		nygiene.	nygiene.
materials and	techniques to	art and	accuracy.	Accurately	Accurately
techniques to	suit purpose	design, with	Select the	apply skills to	apply skills to
suit purpose	and be able to	some	correct tools	measure, mark	measure, mark
and be able to	explain	accuracy.	to use with	out, cut and	out, cut and
explain	reasons for	accuracy.	different	shape	shape
reasons for	their choices.		materials.	materials and	materials and
their choices.				components.	components.
	Make an		Apply a	- p = 1.2	- I
Make an	object with		range of	Accurately	Accurately
object with	simple moving		finishing	assemble, join	assemble, join
simple moving	parts.		techniques,	and combine	and combine
parts.			including	materials and	materials and
	Choose		those from	components.	components.
Choose	appropriately		art and		
appropriately	from simple		design, with	Demonstrate	Demonstrate
from simple	finishing		some	resourcefulness	resourcefulness
finishing	techniques,		accuracy.	when tackling	when tackling
techniques,	including			practical	practical
including	those from art			problems.	problems.
those from art	and design in				
and design in	order to			Applying	Applying
order to	enhance their			knowledge of	knowledge of
	products.			materials and	materials and



enhance their products.		tools to solve problems they	tools to solve problems they
products.		encounter.	encounter.
		Accurately apply a range	Accurately apply a range
		of finishing	of finishing
		techniques,	techniques,
		including those	including those
		from art and design	from art and design
		e.g. collage,	e.g. collage,
		paint to	paint to
		enhance the	enhance the
		appearance of	appearance of
		their product.	their product.
		Use techniques	Use techniques
		that involve a	that involve a
		number of	number of
		steps.	steps.



Own ideas and products **Existing products** Own ideas and products products products products products products products Talk about Talk about Identify the Identify the Identify the Identify the Talk about their design their own work strengths and strengths and strengths and strengths and their design areas for ideas and what areas for areas for areas for and what they identifying likes are making. they are and dislikes of development in development in development in development in their ideas and their ideas and making. the design. their ideas and their ideas and products and products and products and products and With support, identify what Make simple Make simple explain why. explain why. explain why. explain why. they like and judgements judgements dislike of their about their Consider the Consider the Consider the Consider the about their design. products and products and views of views of views of views of ideas against ideas against others. others. others, others, design criteria. design criteria. including including including including intended users, intended users, intended users, intended users, to improve to improve Suggest how Suggest how to improve to improve their designs their designs their work their work their work their work and products and products could be could be With support, With support, Critically Critically improved. evaluate the evaluate the improved. suggest suggest alternative alternative quality of the quality of the Talk about Talk about how ways to make ways to make design, design, manufacture their own work closely their their products their products manufacture identifying likes finished and fitness for or how their or how their and fitness for and dislikes of product meets products could products could purpose of purpose of their design. their design be improved. be improved. their products their products criteria. as they design as they design and make. Identify what Talk about how Use what the and make. they could Identify ways closely their work of famous have done to improve finished inventors and Evaluate their Evaluate their ideas and differently to their design by product meets engineers to ideas and improve their reflecting on their design influence and products products work in the the design criteria. inspire their against their against their future. brief. own design original design original design Use what the process. specification specification Existing **Existing Existing** work of famous suggesting suggesting products products products inventors and things they things they When Talk about Talk about engineers to would do would do their ideas, their ideas, influence and differently next differently next prompted, suggest saying what saying what inspire their time. time. they like and they like and improvements own design to existing dislike. Use what the Use what the dislike and process. designs. explain why. work of famous work of famous Pupils use their inventors and inventors and investigative Identify what engineers to engineers to influence and skills to they could influence and describe and have done inspire their inspire their analyse existing differently to own design own design products improve their process. process. relating their work in the findings to future.

Concept 3: Analyse and Evaluate



	their own ideas		Evicting	Evicting	Evicting	Evicting
			Existing	Existing	Existing	Existing
	for products.		products	products	products	products
			Investigate and	Investigate and	Investigate and	Investigate and
		Pupils use their	analyse asking	analyse asking	analyse	analyse
		investigative	questions such	questions such	products by	products by
		skills to	as:	as:	asking	asking
		describe and	- who designed	- who designed	questions such	questions such
		analyse existing	and made the	and made the	as:	as:
		products	products	products	- how much	- how much
		relating their	- where	- where	products cost	products cost
		findings to	products were	products were	to make	to make
		their own ideas	designed and	designed and	- how	- how
		for products.	made	made	innovative	innovative
			- when were	- when were	products are	products are
			these products	these products	- how	- how
			designed and	designed and	sustainable the	sustainable the
			made	made	materials in	materials in
			- whether	- whether	products are	products are
			products can	products can	-what impact	-what impact
			be recycled or	be recycled or	products have	products have
			reused	reused	beyond their	beyond their
			- what is the	- what is the	intended	intended
			intended	intended	purpose	purpose
			purpose of the	purpose of the	purpose	purpose
			product	product		
			L <u>.</u>	·		
		·	oncept 4: Textile	:5		
Look at	Understand the	Understand the	Make informed	Make informed	Use patterns	Use patterns
different	difference	difference	choices from	choices from	and prototypes	and prototypes
stitches on	between	between	the sewing	the sewing	to try out	to try out
sewing cards.	running stitch	running stitch	stiches they	stiches they	ideas.	ideas.
	and basting	and basting	have learned in	have learned in	10.00.01	
	stitch and	stitch and	order to join	order to join	Make informed	They make
	apply.	apply.	fabrics and/or	fabrics and/or	choices from	informed
	app.y.	app.y.	add	add	the sewing	choices from
	Understand	Understand	embellishment	embellishment	stiches they	the sewing
	that a 3D	that a 3D	and decoration	and decoration	have learned in	stiches they
	textiles product	textiles product	(applique).	(applique).	order to join	have learned in
	can be	can be	(applique).	(applique).	fabrics and/or	order to join
	assembled	assembled	Apply	Apply	add	fabrics and/or
	from two	from two	decoration to	decoration to	embellishment	add
	identical fabric	identical fabric	their work	their work	and decoration	embellishment
	shapes.			using buttons,		and decoration
	silapes.	shapes.	using buttons,		(applique)	
			beads, sequins.	beads, sequins.		(applique)
			Choose from a	Choose from a		
			small range of	small range of		
			fabrics	fabrics		
			according to	according to		
			properties,	properties,		
			purpose, ease	purpose, ease		
			of working,	of working,		
			aesthetics.	aesthetics.		



Concept 4: Cooking and Nutrition									
knowledge of healthy eating to identify healthy food for themselves. Figure 1. Figure	Apply cnowledge of healthy eating o plan a balanced meal for themselves. Follow procedures for heafety and hygiene for the ecipe applying skills learned. Know that food ingredients should be combined according to heir sensory characteristics.	Apply knowledge of healthy eating to plan a balanced meal for themselves. Follow procedures for safety and hygiene for the skills learned. Follow a simple recipe applying skills learned. Know that food ingredients should be combined according to their sensory characteristics.	Apply knowledge of healthy eating to plan a balanced diet. Use their knowledge of seasonality and food miles to influence their choice of ingredients when designing. Follow procedures for safety and hygiene. Know when to use a bridge or a claw technique when cutting soft and hard food. Follow a recipe applying skills learned.	Apply knowledge of healthy eating to plan a balanced diet. Use their knowledge of seasonality and food miles to influence their choice of ingredients when designing. Follow procedures for safety and hygiene. Know when to use a bridge or a claw technique when cutting soft and hard food. Prepare ingredients hygienically and using the appropriate utensils by following a recipe.	Use their understanding of dietary needs and how they differ to design a meal for an individual (athlete, older person, child etc). Choose ingredients with a growing awareness of conservation, seasonality, sustainability and animal welfare. Independently select equipment appropriate to the task. Be able to explain their choices. Begin to use their time efficiently e.g: wash up or cut toppings whilst waiting for a pie to cook. Create and refine recipes, including ingredients, methods,	Use their understanding of dietary needs to design a meal for an individual (athlete, older person, child, soldier etc). Choose ingredients with a growing awareness of conservation, seasonality, sustainability and animal welfare. Independently select equipment appropriate to the task. Be able to explain their choices. Begin to use their time efficiently e.g: wash up or cut toppings whilst waiting for a pie to cook. Create and refine recipes, including ingredients, methods, cooking times and			



		and	Understand
		temperatures.	that a recipe
		•	can be adapted
			by adding or
			substituting
			one or more
			ingredients.
		Understand	Understand
		that a recipe	that recipes
		can be adapted	can be adapted
		by adding or	to change the
		substituting	appearance,
		one or more	taste, texture
		ingredients.	and aroma.
		Understand	Understand
		that recipes	importance of
		can be adapted	correct storage
		to change the	and handling of
		appearance,	ingredients.
		taste, texture	
		and aroma.	
		Understand	
		importance of	
		correct storage	
		and handling of	
		ingredients.	