



Doing all the good we can

Design Technology Progression Overview

Year 1/2	Autumn A Why is Richmond Special?	Spring A What's it made of and why?	Summer A How do people tell their stories?	Autumn B How do I care for my body and mind?	Spring B What makes a good home?	Summer B Why is our environment precious?
	Describe how different textiles feel. Make a product from textiles by sewing and gluing. Measure, cut and join textiles. Explain why used particular textiles. (Christmas decoration)	Make a structure model using different materials. Make decisions about how to make the model stronger. (Clay pot) Cut food safely. Weigh ingredients to make in a recipe. Describe the ingredients used when making a cake. (Food technology)	Use own ideas to design a product. Describe how their idea works. Design a product that moves. Explain to someone else how they want to make their product. Make a simple plan of their product. Consider how to make their model stronger (Making puppets – 3D moveable model)	Explain what it means to be hygienic. Cut food safely Weigh ingredients to make in a recipe. Describe the ingredients used when making a dish. (Food technology)	Use own ideas to design a product. Describe how their idea works. Design a product that moves. Explain to someone else how they want to make their product. Make a simple plan of their product. Consider how to make their model stronger (Moving Easter card or Easter moving object –	Discuss how they want to design their construction. Select appropriate materials and tools. Make simple plans of their building. Consider how to improve their construction. (Home for a mini beast)



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					2D moveable model)	
Year 3/4	Autumn A Why is Richmond special?	Spring A What is beneath us and why does it matter?	Summer A How do we get our message across?	Autumn B How do I care for my body and mind?	Spring B Why is history worth knowing?	Summer B How can I have my say?
	Use ideas from other people when designing Produce a plan and explain it Persevere and adapt work when original ideas do not work Communicate ideas in a range of ways Know how to strengthen a product by stiffening a given part or reinforce	Set out to grow plants from seed with the intention of using them for their food product Describe how they combined ingredients Know what to do to be hygienic and safe Use tools and equipment safely (Food technology)	Follow a step-by-step plan choosing the right equipment and materials Select the appropriate tools and techniques. Make a product which used both electrical and mechanical Measure accurately to make cuts and make holes. Use light switches or buzzers Use electrical systems to enhance the quality of the product Use IT where appropriate to add to the quality of the product (Design and make an electrical board or system)	Know how to be both hygienic and safe when using food Bring a creative element to the food product designed. Describe how food ingredients come together Weigh out ingredients and follow a given recipe Discuss which foods are	Prove that a design meets a set criteria Put together a step by step plan Measure accurately Select appropriate tools and equipment for a given task Work accurately to measure, make cuts and holes. (Design, build and evaluate an Egyptian Shaduf)	Choose textiles both for their appearance and qualities Think what the user would want when using textiles Devise a template Make their product strong (Design a mosaic)



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	<p>a part of the structure Know which tools to use for a particular task Show knowledge of handling the tool Know which material would give the best outcome Measure accurately Use a simple IT programme within the design. Explain how to improve a finished model Know why a model has or has not been successful</p>			<p>healthy and which are not. Know when food is harvested. (Design and make a healthy snack)</p>		
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	(A large-scale model of Richmond)					
Year 5/6	Autumn A Why is Richmond special?	Spring A Where does it come from and where does it go?	Summer A How do words make us feel?	Autumn B How do I care for my body and mind?	Spring B What legacy will I leave behind?	Summer B What makes a colourful world?
	Come up with a range of ideas after collecting information from a range of sources. Produce a detailed step-by-step plan Show that culture and society is considered in plans and designs	Use electrical systems correctly and accurately to enhance a given product. Know which IT product would further enhance a specific product Use knowledge to improve a made product by strengthening, stiffening or reinforcing	Link scientific knowledge and ideas to design by using pulleys or gears Use more complex IT programmes to help enhance the quality of the products produced. Incorporate hydraulics and pneumatics (Product with pulleys/gears/hydraulics/pneumatics)	Be both hygienic and safe in the kitchen Know how to prepare a meal by collecting the ingredients in the first place Know which season various foods are available for harvesting Explain how food ingredients should be	Can they justify why they have used specific materials Work within a budget Ensure work is precise and accurate Hide joints to improve the look of their product Ensure their product is strong and fit for purpose	Can they come up with a range of ideas once they have collated information Take a user's view into account when designing Produce a detailed step-by-step plan Make a product attractive and strong



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	<p>Evaluate appearance against original criteria. (Design and made collaborative Totem Pole)</p>	<p>(Moving space vehicle/buggy)</p>		<p>stored and give reasons. Work within a budget to prepare a meal Understand the difference between a savoury and sweet dish (Food technology)</p>	<p>Ensure measurements are accurate (Make do and mend)</p>	<p>Make a prototype first Use a range of joining techniques Think about how their product could be sold (Textiles)</p>
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