



Design and Technology Curriculum

Progression Map

Statements in red are optional and additional to the National Curriculum programme of study for D&T. There are no Design and Technology objectives in the EYFS Framework 2021. Relevant objectives from other areas of learning have been included here.

	EYFS objectives	KS1 NC objectives	Across KS1	KS2 NC Objectives	Lower KS2	Upper KS2	Across KS2
DESIGNING Understanding contexts, users and purposes	•	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria 	<ul style="list-style-type: none"> work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are designing and making say whether their products are for themselves or other users describe what their products are for say how their products will work say how they will make their products suitable for their intended users use simple design criteria to help develop their ideas 	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 	<ul style="list-style-type: none"> gather information about the needs and wants of particular individuals and groups develop their own design criteria and use these to inform their idea 	<ul style="list-style-type: none"> carry out research, using surveys, interviews, questionnaires and web-based resources identify the needs, wants, preferences and values of particular individuals and groups develop a simple design specification to guide their thinking 	<ul style="list-style-type: none"> work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment describe the purpose of their products indicate the design features of their products that will appeal to intended users explain how particular parts of their products work
DESIGNING Generating, developing, modelling and communicating ideas	•	<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mockups use information and communication technology, where appropriate, to develop and communicate their ideas 	<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<ul style="list-style-type: none"> generate realistic ideas, focusing on the needs of the user make design decisions that take account of the availability of resources 	<ul style="list-style-type: none"> generate innovative ideas, drawing on research make design decisions, taking account of constraints such as time, resources and cost 	<ul style="list-style-type: none"> share and clarify ideas through discussion model their ideas using prototypes and pattern pieces use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas use computer-aided design to develop and communicate their ideas



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MAKING Planning	3 & 4 year olds: <ul style="list-style-type: none"> choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel use one-handed tools and equipment, for example, making snips in paper with scissors Reception: <ul style="list-style-type: none"> develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons 	<ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<ul style="list-style-type: none"> plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics 	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<ul style="list-style-type: none"> order the main stages of making 	<ul style="list-style-type: none"> produce appropriate lists of tools, equipment and materials that they need formulate step-by-step plans as a guide to making 	<ul style="list-style-type: none"> select tools and equipment suitable for the task explain their choice of tools and equipment in relation to the skills and techniques they will be using select materials and components suitable for the task explain their choice of materials and components according to functional properties and aesthetic qualities
MAKING Practical skills and techniques	3 & 4 year olds: <ul style="list-style-type: none"> make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park join different materials and explore different textures Reception: <ul style="list-style-type: none"> return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills 	<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> follow procedures for safety and hygiene use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design 	<ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> measure, mark out, cut and shape materials and components with some accuracy assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, including those from art and design, with some accuracy 	<ul style="list-style-type: none"> accurately measure, mark out, cut and shape materials and components accurately assemble, join and combine materials and components accurately apply a range of finishing techniques, including those from art and design use techniques that involve a number of steps demonstrate resourcefulness when tackling practical problem 	<ul style="list-style-type: none"> follow procedures for safety and hygiene use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components



	EYFS objectives	KS1 NC objectives	Across KS1	KS2 NC Objectives	Lower KS2	Upper KS2	Across KS2
EVALUATING Own ideas and products	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria suggest how their products could be improved 	<ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> refer to their design criteria as they design and make use their design criteria to evaluate their completed products 	<ul style="list-style-type: none"> critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make evaluate their ideas and products against their original design specification 	<ul style="list-style-type: none"> identify the strengths and areas for development in their ideas and products consider the views of others, including intended users, to improve their work
EVALUATING Existing products	3 & 4 year olds: <ul style="list-style-type: none"> explore collections of materials with similar and/or different properties talk about what they see, using a wide vocabulary explore how things work talk about the differences in materials and changes they notice 	<ul style="list-style-type: none"> explore and evaluate a range of existing products 	<ul style="list-style-type: none"> what products are who products are for what products are for how products work how products are used where products might be used what materials products are made from what they like and dislike about products 	<ul style="list-style-type: none"> investigate and analyse a range of existing products 	<ul style="list-style-type: none"> who designed and made the products where products were designed and made when products were designed and made whether products can be recycled or reused 	<ul style="list-style-type: none"> how much products cost to make how innovative products are how sustainable the materials in products are what impact products have beyond their intended purpose 	<ul style="list-style-type: none"> how well products have been designed how well products have been made why materials have been chosen what methods of construction have been used how well products work how well products achieve their purposes how well products meet user needs and wants
EVALUATING Key events and individuals	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products



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TECHNICAL KNOWLEDGE Making products work	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 	<ul style="list-style-type: none"> about the simple working characteristics of materials and components about the movement of simple mechanisms such as levers, sliders, wheels and axles how freestanding structures can be made stronger, stiffer and more stable that a 3-D textiles product can be assembled from two identical fabric shapes that food ingredients should be combined according to their sensory characteristics the correct technical vocabulary for the projects they are undertaking 	<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products 	<ul style="list-style-type: none"> how mechanical systems such as levers and linkages or pneumatic systems create movement how simple electrical circuits and components can be used to create functional products how to program a computer to control their products how to make strong, stiff shell structures that a single fabric shape can be used to make a 3D textiles product that food ingredients can be fresh, pre-cooked and processed 	<ul style="list-style-type: none"> how mechanical systems such as cams or pulleys or gears create movement how more complex electrical circuits and components can be used to create functional products how to program a computer to monitor changes in the environment and control their products how to reinforce and strengthen a 3D framework that a 3D textiles product can be made from a combination of fabric shapes that a recipe can be adapted by adding or substituting one or more ingredients 	<ul style="list-style-type: none"> how to use learning from science to help design and make products that work how to use learning from mathematics to help design and make products that work that materials have both functional properties and aesthetic qualities that materials can be combined and mixed to create more useful characteristics that mechanical and electrical systems have an input, process and output the correct technical vocabulary for the projects they are undertaking



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COOKING AND NUTRITION Where food comes from	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> understand where food comes from 	<ul style="list-style-type: none"> that all food comes from plants or animals that food has to be farmed, grown elsewhere (e.g. home) or caught 	<ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> that seasons may affect the food available how food is processed into ingredients that can be eaten or used in cooking 	<ul style="list-style-type: none"> that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world
COOKING AND NUTRITION Food preparation, cooking and nutrition	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes 	<ul style="list-style-type: none"> how to name and sort foods into the five groups in The eatwell plate that everyone should eat at least five portions of fruit and vegetables every day how to prepare simple dishes safely and hygienically, without using a heat source how to use techniques such as cutting, peeling and grating 	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<ul style="list-style-type: none"> that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate that to be active and healthy, food and drink are needed to provide energy for the body 	<ul style="list-style-type: none"> that recipes can be adapted to change the appearance, taste, texture and aroma that different food and drink contain different substances – nutrients, water and fibre – that are needed for health 	<ul style="list-style-type: none"> how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking