



Barley and Barkway (VA) C of E First Schools Federation
Church End, Barley, SG8 8JW | 84 High Street, Barkway, SG8 8EF

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Design Technology Progression Map

	Skills							Vocabulary
	Generating ideas	Make	Evaluate	Food and Nutrition	Construction	Textiles	Mechanisms	
EYFS								
Year 1	<p>To design products for themselves following design criteria.</p> <p>To use pictures and words to plan.</p> <p>Work in a range of contexts (imaginary, home, school, wider community, story based).</p>	<p>Explain what is being made and why.</p> <p>Select appropriate tools and equipment for the purpose.</p>	<p>To explore a range of existing products and talk about what is good and bad about them.</p> <p>Say whether the product does what it is meant to (does it fit the design criteria) and how it could be improved.</p>	<p>Know how to peel, cut, grate and mould foods (with close supervision)</p> <p>understand where food comes from.</p>	<p>Use sheet materials and construction tools with appropriate supervision.</p>		<p>Know about movement of simple mechanisms such as sliders, levers, wheels and axles.</p>	<p>Mechanisms – slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join pull, push, up, down, straight, curve, forwards, backwards</p> <p>Structures – cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>Food - fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p> <p>design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>



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<p>Year 2</p>	<p>To design products for themselves and others based on design criteria.</p> <p>Describe own ideas by talking, drawing, templates, mock-ups and, where appropriate, ICT.</p> <p>Work confidently in a range of contexts (imaginary, home, school, wider community, story based).</p>	<p>Explain what is being made and why the audience will like it.</p> <p>Choose appropriate tools and equipment, describing and explaining why they are being used.</p>	<p>Describe how their own and pre-existing products work, evaluating what went well and what could be done differently.</p> <p>Say whether their own product does what it is meant to (does it fit the design criteria) and suggest ways to improve or do things differently.</p>	<p>Know how to peel, cut, grate and mould foods (with supervision)</p> <p>Use the basic principles of a healthy and varied diet.</p>	<p>Use sheet materials and construction tools with appropriate supervision.</p>	<p>Cut then join textiles using a running stitch over sewing or glue.</p> <p>Decorate with a range of items (buttons, sequins, bead etc.).</p>		<p>Mechanisms – vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used.</p> <p>Food – fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria.</p> <p>Textiles – names of existing products, joining and finishing techniques, tools, fabrics and components template, pattern pieces, mark out, join, decorate, finish features</p> <p>suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function</p>
<p>Year 3</p>	<p>Create a design that meets a range of requirements.</p> <p>Consider the equipment and tools needed when planning.</p> <p>Describe a design using an accurately labelled diagram, and use words.</p>	<p>Use a range of tools and equipment with accuracy.</p> <p>Measure, mark out, join, assemble materials and components with accuracy.</p>	<p>Evaluate own and existing products.</p> <p>Suggest what could be changed to improve a design, beginning to link this to the design brief.</p>	<p>Know how to peel, cut, grate mix, and mould and begin to cook foods (using toasters and microwaves)</p> <p>Understand and apply the principles of a healthy and varied diet</p>	<p>Use sheet materials and construction tools with appropriate supervision.</p>		<p>Know about movement of simple mechanisms such as lever and linkages.</p>	<p>Structures – shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating font, lettering, text, graphics, decision evaluating, design brief design criteria, innovative, prototype</p> <p>Food – name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, sensory evaluations</p> <p>Textiles – fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces</p> <p>user, purpose, design, model, evaluate planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>



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Year 4	<p>Generate more than one idea for how to create a product.</p> <p>Gather information to help design a successful product (i.e. asking for other views)</p> <p>Produce to detailed plan with labelled diagrams, written explanation and step-by step guide.</p> <p>Suggest improvements to develop and refine a planned idea.</p>	<p>Use a range of tool and equipment with accuracy.</p> <p>Measure, mark out, join, assemble materials and components with accuracy.</p>	<p>Evaluate the appearance and usability of own and pre-existing products.</p> <p>Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.</p>	<p>Know how to peel, cut, grate mix, and mould and cook foods (using toasters and microwaves)</p> <p>Prepare and cook a variety of predominantly savoury dishes.</p>	<p>Use sheet materials and construction tools with appropriate supervision.</p>	<p>Cut then join textiles using a running stitch, over sewing, back stitch or fastenings.</p> <p>Understand seam allowances, create simple patterns and appropriate decoration techniques.</p>		<p>Mechanical systems – mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating</p> <p>Electrical Systems – series circuit, fault, connection, toggle switch push-to-make switch, push-to-break switch, battery, battery holder, light emitting diode (LED), bulb, bulb holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, process user, purpose function, prototype, design criteria, innovative, appealing, design brief.</p> <p>Food – name of products, names of equipment, utensils, techniques and ingredients</p> <p>texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury</p> <p>hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested</p> <p>healthy/varied diet, sensory evaluations</p> <p>user, purpose, function prototype, design criteria, innovative, appealing, design brief</p>
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