

### Purpose of Study

The Bridge School's Design and Technology curriculum identifies closely with the National curriculum in recognising that Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

**Key areas of learning include: design, making, mechanics, construction, textiles, cooking, nutrition**

**Through Design and Technology our children will develop:-**

- the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- the ability to critique, evaluate and test their ideas and products and the work of others
- and understand of and apply the principles of nutrition and learn how to cook.
- a clear idea of who they are designing and making products for, considering their needs, wants, values, interests and preferences.
- an ability to clearly communicate the purpose of the products they are designing and making
- the knowledge and skills they need to design and make products that work/function effectively in order to fulfil users' needs, wants and purposes
- the ability to make design decisions which demonstrate their creative, technical and practical expertise and draw on learning from other subjects
- the ability to manage risks exceptionally well to manufacture products safely and hygienically
- a passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems

Key Knowledge/Breadth of Study	
Key Stage 1	Key Stage 2
Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.	Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment. When designing and making, pupils will be taught to: Design

## Design and Technology skills, knowledge and vocabulary progress ladder

<p>When designing and making, pupils will be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• Understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing, accurately.</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Understand and use mechanical systems in their products such as gears, pulleys, cams, levers and linkages</li> <li>• Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.</li> <li>• Apply their understanding of computing to programme, monitor and control their products.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
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## Design and Technology skills, knowledge and vocabulary progress ladder

Design and Technology skills, knowledge and vocabulary progress ladder - EYFS	
Year Group	Content
Nursery	<ul style="list-style-type: none"> <li>• Know the names of some common materials – paper, wood, plastic, metal</li> <li>• Know the names of some common tools – scissors, glue, tape, spreader</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Know how to join different materials and explore different textures</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively sharing ideas, resources and skills</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> </ul>

Design and Technology skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
Design  Context uses and purpose  Generating ideas	Year 1	<ul style="list-style-type: none"> <li>• Identify the purpose of a design and the intended user</li> <li>• Identify the key features of an existing product</li> <li>• Generate some ideas of their own</li> <li>• Plan an outcome through pictures with labels</li> <li>• Explain their ideas orally</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Generate ideas through comparing existing products</li> <li>• Plan an innovative product</li> <li>• Identify appropriate tools and materials and explain their choice</li> <li>• Describe their design by using pictures, diagrams and words</li> <li>• Make templates/mockups</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Gather information about the needs/wants of particular individuals/groups</li> <li>• Identify and plan the equipment/ tools needed and give reasons why</li> <li>• Order the main stages of making their product</li> <li>• Identify a design criteria and establish a purpose/ audience for their product</li> <li>• Create realistic plans e.g. what tools, equipment, materials and components they will use</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Plan and design using accurate diagrams and labels and to be able to give fluent explanations of their choices of materials</li> <li>• Research designs</li> </ul>

## Design and Technology skills, knowledge and vocabulary progress ladder

Design and Technology skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>• Create a final design for their product based on initial ideas, research and revisions, based on existing ideas</li> <li>• Create a detailed plan considering their target audience, design criteria and intended purpose</li> <li>• Model ideas using prototypes</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Carry out research to inform plans e.g. surveys, interviews, questionnaires and using internet resources</li> <li>• Produce a detailed step-by-step plan for their design method</li> <li>• Suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Carry out research using surveys, interviews, questionnaires, web based resources to identify the needs/wants/preferences/values of particular individuals of groups.</li> <li>• Recognise when their products have to fulfil conflicting requirements</li> <li>• Develop design specifications while working within constraints e.g. time, resources and costs</li> <li>• Justify their plan to someone else and communicate their design ideas using annotated sketches, ICT and other methods</li> <li>• Consider culture and society in their designs</li> <li>• Consider the use of the product when selecting materials</li> <li>• Research how their product could be marketed through packaging and advertising</li> </ul>
Make  Planning  Practical skills and techniques	Year 1	<ul style="list-style-type: none"> <li>• Explain what they are making</li> <li>• Select appropriate resources and tools</li> <li>• Explain which tools they are using and why</li> <li>• Know how to use tools safely</li> <li>• Know how to measure. mark and cut out shapes</li> <li>• Know how to use simple fixing materials such as glue, paper clips, staples, tape</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Know how to join materials and components together in different ways</li> <li>• Measure materials to use in a model or structure with increasing accuracy and independence</li> <li>• Know how to use joining, folding or rolling to make it stronger</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Know how to use equipment and tools accurately and safely</li> <li>• Select the most appropriate materials, tools and techniques to use</li> <li>• Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> <li>• Assemble, join and combine materials and components with some accuracy</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Use equipment and tools with increased accuracy and safety</li> <li>• Select the most effective materials, tools and techniques to use</li> <li>• Manipulate materials effectively and accurately using a range of tools and equipment</li> </ul>

## Design and Technology skills, knowledge and vocabulary progress ladder

Design and Technology skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>• Measure, cut and assemble accurately explaining the process verbally</li> <li>• Apply a range of finishing techniques, include those from art and design, with some accuracy</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Choose appropriate tools and materials to ensure that the final product will appeal to the audience</li> <li>• Know how to accurately measure to nearest mm, mark out, cut and shape materials and components</li> <li>• Utilise a range of tools and equipment with good accuracy and effectiveness within established safety parameters</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Choose appropriate tools and materials to ensure that the final product will appeal to the audience</li> <li>• Use techniques that involve a number of steps</li> <li>• Demonstrate resourcefulness, e.g. make refinements</li> <li>• Utilise a range of tools and equipment with good accuracy and effectiveness, within established safety parameters</li> <li>• Identify and begin to explore specialist tools, techniques and processes</li> </ul>
Evaluate Own ideas and products  Existing products  Key events and individuals	Year 1	<ul style="list-style-type: none"> <li>• Talk about their design ideas and what they are making Describe how their product works</li> <li>• Identify successes and next steps</li> <li>• Make some simple judgements about their products and ideas against design criteria</li> <li>• Begin to investigate what products are, who they are for, how they are made, what materials are used</li> <li>• <b>GDS:</b> Make links between their own designs and products and another designer</li> <li>• <b>GDS:</b> Evaluate their own and others' artwork and make suggestions for improvement</li> <li>• <b>GDS:</b> Comment how an artist/designer has used construction and mechanical components</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Make simple judgements about their products and ideas against design criteria</li> <li>• Suggest how their products could be improved, evaluating products and components used</li> <li>• Explain what they would change if they were going to make their product again</li> <li>• <b>GDS:</b> Articulate what they are trying to express in their own designs and products</li> <li>• <b>GDS:</b> Make suggestions for improvement in their own and others' products</li> <li>• <b>GDS:</b> Comment how an artist/designer has used construction and mechanical components and how that has influenced their design</li> <li>• <b>GDS:</b> Explain what prior knowledge helped them to form their designs</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Think about their ideas as they make progress and be willing to make changes if this helps them to improve their work</li> <li>• Assess how well their product works in relation to the purpose</li> <li>• Explain how they could change their design to make it better</li> <li>• <b>GDS:</b> Evaluate their learning process and make suggestions for improvement in their own and others' product/ design</li> </ul>

## Design and Technology skills, knowledge and vocabulary progress ladder

Design and Technology skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>• <b>GDS:</b> Adapt or improve their original ideas</li> <li>• <b>GDS:</b> Explain why they have selected specific materials for their design/product</li> <li>• <b>GDS:</b> Begin to communicate influences of their design/product through clear explanations and designs</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Think about their ideas as they progress and alter the design to make improvements</li> <li>• Assess how well their product works in relation to the design criteria and the intended purpose</li> <li>• Explain how they could improve their design and how their improvement would affect the original outcome</li> <li>• Investigate how well products have been designed, how well products have been made</li> <li>• Investigate who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused</li> <li>• <b>GDS:</b> Critique their own and others' design/product throughout the learning process to develop and support each other</li> <li>• <b>GDS:</b> Use a range of sources e.g. books, internet, museums to influence their ideas</li> <li>• <b>GDS:</b> Experiment with combining different materials and discuss their effectiveness</li> <li>• <b>GDS:</b> Discuss how a range of factors influence designs from different cultures</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Continuously check that their design is effective and fit for purpose</li> <li>• Assess how well their product works in relation to the design criteria and the intended purpose and suggest improvements</li> <li>• Evaluate appearance and function against the original design criteria</li> <li>• Investigate - 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</li> <li>• <b>GDS:</b> Keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on the design and creation process</li> <li>• <b>GDS:</b> Discuss how a range of factors influences designs and aesthetics from different cultures</li> <li>• <b>GDS:</b> Critique their own and others' design/product throughout to develop and support each other and offer solutions to design problems</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Test and evaluate their final product</li> <li>• Explain why it is fit for purpose</li> <li>• Explore if different resources could have improved their product, explaining what it would have improved</li> <li>• Research and explore what information they would need to make improvement</li> <li>• Ensure their product meets all design criteria and explain why it does</li> <li>• Identify and understand the impact the product has on individuals, society and the environment</li> <li>• Investigate how much products cost to make, how innovative products are and how sustainable the materials in products are</li> </ul>

## Design and Technology skills, knowledge and vocabulary progress ladder

Design and Technology skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>• <b>GDS:</b> Explain their own design or construction and what has influenced their choices</li> <li>• <b>GDS:</b> Experiment with combining different materials exploring what makes them effective</li> <li>• <b>GDS:</b> Compare their design to X, explaining the effectiveness of both products mechanical components</li> <li>• <b>GDS:</b> Find evidence to support or refute whether their ideas and designs will/won't work using specific constraints e.g. time, resources and costs</li> </ul>
Mechanics	Year 1	<ul style="list-style-type: none"> <li>• Combine free play with range of kits and join kits with other material (e.g. card, doweling, string)</li> <li>• Explore and use mechanisms (for example levers, sliders, wheels and axles ) in products</li> <li>• Make a product which moves</li> <li>• Cut materials using scissors</li> <li>• Describe the materials using different words</li> <li>• Explain why they have chosen moving parts</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Cut a variety of materials using a range of tools</li> <li>• Join materials together as part of a moving product</li> <li>• Describe materials and their properties using a range of vocabulary</li> <li>• Explain how different parts move</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages</li> <li>• Understand and use electrical systems in their products e.g. series of circuits incorporating switches, bulbs, buzzers and motors</li> <li>• Make a product which uses mechanical components.</li> <li>• Use a range of components e.g. levers, linkages and pneumatic systems</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</li> <li>• Explain and understand how to use electrical systems in their products, then apply what they know e.g. series of circuit incorporating switches, bulbs, buzzers and motors</li> <li>• Apply their understanding of computing to program, monitor and control their products</li> <li>• Use a simple circuit and add components to it</li> <li>• Make a product which uses both electrical and mechanical components</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Explain how to use mechanical systems in their products, then apply that knowledge e.g. gears, pulleys, cams, levers and linkages</li> </ul>

## Design and Technology skills, knowledge and vocabulary progress ladder

Design and Technology skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>• Explain and understand how to use electrical systems in their products, then apply what they know e.g. series of circuits incorporating switches, bulbs, buzzers and motors</li> <li>• Apply their understanding of computing to program, monitor and control their products</li> <li>• Use a simple circuit and add components to it</li> <li>• Make a product which uses both electrical and mechanical components</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Understand and use electrical components</li> <li>• Convert rotary motion to linear using cams</li> <li>• Use innovative combination of electronics (or computing) and mechanics in product designs</li> <li>• Use different kinds of circuits in their product to improve it</li> <li>• Incorporate a switch into their product</li> <li>• Refine their product after testing it and explain what they have improved and why</li> <li>• Incorporate hydraulics and pneumatic</li> </ul>
Construction	Year 1	<ul style="list-style-type: none"> <li>• Arrange pieces of the construction before building</li> <li>• Make a structure/model using different materials</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Make sensible choices of which material to use for their construction</li> <li>• Identify how to and make their structure stronger, stiffer or more stable</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Join materials effectively to build a product</li> <li>• Use a range of techniques to shape and mould materials</li> <li>• Use finishing techniques e.g. sanding, varnishing, glazing etc</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Measure accurately to build effective structures</li> <li>• Use a range of techniques to shape and mould</li> <li>• Experiment with a range of techniques to increase stability in a structure</li> <li>• Use finishing techniques, showing an awareness of audience. e.g. sanding, varnishing, glazing etc.</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Measure accurately to ensure precision</li> <li>• Demonstrate that their product is strong and fit for purpose</li> <li>• Refine and further improve their product</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Apply measurements accurately to scale, according to design plans, ensuring precision</li> <li>• Critique, evaluate and demonstrate that their product is strong and fit for purpose</li> <li>• Refine and further improve their product</li> <li>• Identify and address their own design problems during the construction process</li> </ul>
Textiles	Year 1	<ul style="list-style-type: none"> <li>• Categorise a range of fabrics and threads by colour and texture</li> <li>• Use a range of fabrics to weave a pattern</li> </ul>

## Design and Technology skills, knowledge and vocabulary progress ladder

Design and Technology skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>Identify and discuss when patterns are used in textile design &amp; what patterns they can see</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Shape textiles using templates</li> <li>Join textiles using running stitch</li> <li>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Join textiles of different types in a range of ways</li> <li>Choose textiles both for their appearance and also qualities</li> <li>Begin to use a range of simple stitches</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Consider which materials are fit for purpose and join them appropriately</li> <li>Devise a template or pattern for their product</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Consider the audience when choosing textiles</li> <li>Make up a prototype first</li> <li>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration)</li> <li>Devise a template or pattern for their product</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Consider the audience when choosing textiles, tools, and design ideas and explain why using your prior knowledge</li> <li>Design ideas through a range of steps (oracy, drawing, templates and mock-ups) and make up a prototype first</li> <li>Create objects (such as a cushion) that employ a seam allowance</li> <li>Apply a range of joining techniques using different tools</li> </ul>
Cooking and nutrition	Year 1	<ul style="list-style-type: none"> <li>Understand where food comes from</li> <li>Name and sort foods into the five groups of the 'eat well' plate</li> <li>Cut, peel or grate ingredients safely and hygienically</li> <li>Measure or weigh using measuring cups or electronic scales</li> <li>Assemble or cook healthy ingredients</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>Prepare simple dishes safely and hygienically, without using a heat source</li> <li>Know that everyone should eat at least five portions of fruit and vegetables every day</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Know 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</li> </ul>

## Design and Technology skills, knowledge and vocabulary progress ladder

Design and Technology skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>• Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate</li> <li>• Prepare ingredients hygienically using appropriate utensils</li> <li>• Follow a recipe</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Know 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</li> <li>• Know that to be active and healthy, food is needed to provide energy for the body</li> <li>• Measure ingredients to the nearest gram accurately</li> <li>• Assemble or cook healthy ingredients (controlling the temperature or the hob or oven if cooking)</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Know that seasons may affect the food available</li> <li>• How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> <li>• Demonstrate a range of baking and cooking techniques</li> <li>• Know that recipes can be adapted to change the appearance, taste, texture and aroma</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Understand how food is processed into ingredients that can be eaten or used in cooking</li> <li>• Know that different foods contain different substances - nutrients, water and fibre - that are needed for health</li> <li>• Understand the need for correct storage</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe</li> <li>• Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures</li> </ul>

Design and Technology Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
materials, designer, design, product, plan, construct, structure, moving parts, tools, , equipment, sort, measure, fix, join, moving parts, thread, fabric, peel, chop, mix, weigh	mechanical, electrical, stronger, stiffer, stable, diagram, components, joining, folding, rolling, binca fabric, template, assemble, template, levers, heat source, outcome	axel, lever, gears, pulleys, cams, pneumatics, stable, strong, durable, audience, packaging, sliders, design criteria, components, mechanical, stiffen, reinforce,	mechanism function, purpose, finish, model, linkages, cams, pulleys, gears, functional products, revisions, manipulate, transference of forces, circuits	components, innovate, complex, reinforce, strengthen, adapt, substitute, input, output, 'fit for purpose', linkages, prototype, knead, aroma	hydraulics, pneumatics, precision, prototype, sequential diagram, specifications, abrasive, modify, rotary motion, linear motion

## Design and Technology skills, knowledge and vocabulary progress ladder

		sanding, varnish, glazing, shape, mould, rear (animals), utensils			
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