Design and Technology

Level Expected at the End of EYFS

We have aimed to select the Early Learning Goals that link most closely with the Design and Technology National Curriculum.

Expressive Arts and Design (Creating with Materials)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used

Physical Development (Fine Motor Skills)

- Use a range of small tools, including scissors, paint brushes and cutlery;

Key Stage 1 National Curriculum Expectations

Design

Pupils should be taught to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria;
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

Pupils should be taught to:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Key Stage 2 National Curriculum Expectations

Design

Pupils should be taught to:

- 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;
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

Pupils should be taught to:

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;
- 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.

Boothferry Primary School Progression Map

Evaluate Pupils should be taught to: • explore and evaluate a range of existing products; • evaluate their ideas and products against design criteria. **Technical Knowledge** Pupils should be taught to: • 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. **Cooking and Nutrition** Pupils should be taught to: • use the basic principles of a healthy and varied diet to prepare dishes; • understand where food comes from	**Evaluate** Pupils should be taught to: • investigate and analyse a range of existing products; • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; • understand how key events and individuals in design and technology have helped shape the world. **Technical Knowledge** • 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. • **Cooking and Nutrition** Pupils should be taught to: • 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; • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Boothferry Primary School Progression Map

Year	Design	Make	Evaluate	Technical knowledge Materials/structures	Technical knowledge – Mechanisms	Technical knowledge – Textiles	Technical knowledge – Electrical systems	Technical knowledge – Food and nutrition
1	* have own ideas **(Treasure Island) (A Day in the Life) (The Circus is Coming to Town)** * explain what I want to do **(Treasure Island) (A Day in the Life) (The Circus is Coming to Town)** *explain what my product is for, and how it will work **(Treasure Island) (A Day in the Life) (The Circus is Coming to Town)** * use pictures and words to plan, begin to use models **(Treasure Island) (A Day in the Life) (The Circus is Coming to Town)** * design a product for myself following design criteria **(Treasure Island) (A Day in the Life) (The Circus is Coming to Town)** *research similar existing products **(Treasure Island) (A Day in the Life) (The**	*explain what I'm making and why **(Treasure Island) (A Day in the Life) (The Circus is Coming to Town)** *consider what I need to do next **(Treasure Island) (A Day in the Life) (The Circus is Coming to Town)** *select tools/equipment to cut, shape, join, finish and explain choices **(A Day in the Life) (The Circus is Coming to Town)** *measure, mark out, cut and shape, with support **(A Day in the Life) (The Circus is Coming to Town)** *choose suitable materials and explain choices **(A Day in the Life) (The Circus is Coming to Town)** *try to use finishing techniques to make product look good **(A Day in the Life) (The Circus is Coming to Town)**	*talk about my work, linking it to what I was asked to do **(Treasure Island) (A Day in the Life) (The Circus is Coming to Town)** * talk about existing products considering: use, materials, how they work, audience, where they might be used **(A Day in the Life) (The Circus is Coming to Town)** *talk about existing products, and say what is and isn't good **(Treasure Island) (The Circus is Coming to Town)** * talk about things that other people have made **(A Day in the Life) (The Circus is Coming to Town)** *begin to talk about what could make product better **(Treasure Island) (A Day in the Life) (The Circus is Coming to Town)**	begin to measure and join materials, with some support **(A Day in the Life) (The Circus is Coming to Town)** *describe differences in materials **(A Day in the Life) (The Circus is Coming to Town)** *suggest ways to make material/product stronger **(A Day in the Life) (The Circus is Coming to Town)**	*begin to use levers, slides, wheels and axles in their products **(A Day in the Life)**			describe textures **(Treasure Island) (A Day in the Life)** *wash hands & clean surfaces **(Treasure Island) (A Day in the Life)** *think of interesting ways to decorate food **(A Day in the Life)** *say where some foods come from, (i.e. plant or animal) **(Treasure Island)** *describe differences between some food groups (i.e. sweet, vegetable etc.) **(Treasure Island) (A Day in the Life)** *discuss how fruit and vegetables are healthy **(Treasure Island) (A Day in the Life)** *cut, peel and grate safely, with support **(Treasure Island) (A Day in the Life)**

Boothferry Primary School Progression Map

Year	Design	Make	Evaluate	Technical knowledge Materials/struc-tures	Technical knowledge – Mechanisms	Technical knowledge – Textiles	Technical knowledge – Electrical systems	Technical knowledge – Food and nutrition
	Circus is Coming to Town)	*work in a safe and hygienic manner **(Treasure Island) (A Day in the Life) (The Circus is Coming to Town)**						
2	have own ideas and plan what to do next **(From A to B) (Magic Toymaker) (Time travellers)** * explain what I want to do and describe how I may do it **(From A to B) (Magic Toymaker) (Time travellers)** * explain purpose of product, how it will work and how it will be suitable for the user **(From A to B) (Magic Toymaker) (Time travellers)** * describe design using pictures, words, models, diagrams, begin to use ICT **(From A to B) (Magic Toymaker) (Time travellers)** * design products for myself and others following	explain what I am making and why it fits the purpose **(From A to B) (Buildings) (Magic Toymaker) (Time travellers)** *make suggestions as to what I need to do next. **(From A to B) (Buildings) (Magic Toymaker) (Time travellers)** *join materials/componen ts together in different ways **(From A to B) (Buildings) (Magic Toymaker)** *measure, mark out, cut and shape materials and components, with support. **(From A to B) (Buildings) (Magic Toymaker) (Time travellers)** *describe which tools I'm using and	* describe what went well, thinking about design criteria **(From A to B) (Buildings) (Magic Toymaker) (Time travellers)** * talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion **(From A to B) (Buildings) (Magic Toymaker) (Time travellers)** *evaluate how good existing products are**(From A to B) (Buildings) (Magic Toymaker) (Time travellers)** *talk about what I would do differently if I were to do it again and why	*measure materials **(From A to B) (Buildings) (Magic Toymaker) (Time travellers)** *describe some different characteristics of materials **(From A to B) (Buildings) (Magic Toymaker)** *join materials in different ways **(From A to B) (Buildings) (Magic Toymaker)** *use joining, rolling or folding to make it stronger **(From A to B) (Buildings) (Magic Toymaker)** *use own ideas to try to make product stronger **(From A to B) (Buildings)**	*use levers or slides **(From A to B) (Buildings)** *begin to understand how to use wheels and axles **(From A to B)**	*measure textiles **(Magic Toymaker)** *join textiles together to make a product, and explain how I did it **(Magic Toymaker)** *carefully cut textiles to produce accurate pieces **(Magic Toymaker)** *explain choices of textile **(Magic Toymaker)** *understand that a 3D textile structure can be made from two identical fabric shapes. **(Magic Toymaker)**		*explain hygiene and keep a hygienic kitchen **(Time travellers)** *describe properties of ingredients and importance of varied diet **(Time travellers)** *say where food comes from (animal, underground etc.) **(Time travellers)** *describe how food is farmed, home-grown, caught **(Time travellers)** *draw eat well plate; explain there are groups of food **(Time travellers)** *describe "five a day" **(Time travellers)** *cut, peel and grate with increasing confidence **(Time travellers)**

Boothferry Primary School Progression Map

Year	Design	Make	Evaluate	Technical knowledge Materials/struc-tures	Technical knowledge – Mechanisms	Technical knowledge – Textiles	Technical knowledge – Electrical systems	Technical knowledge – Food and nutrition
	design criteria **(From A to B) (Magic Toymaker) (Time travellers)** * choose best tools and materials, and explain choices **(From A to B) (Magic Toymaker) (Time travellers)** * use knowledge of existing products to produce ideas **(From A to B) (Magic Toymaker) (Time travellers)**	why **(From A to B) (Buildings) (Magic Toymaker) (Time travellers)** *choose suitable materials and explain choices depending on characteristics. **(From A to B) (Buildings) (Magic Toymaker) (Time travellers)** *use finishing techniques to make product look good **(From A to B) (Buildings) (Magic Toymaker) (Time travellers)** *work safely and hygienically **(From A to B) (Magic Toymaker) (Time travellers)**	**(From A to B) (Buildings) (Magic Toymaker) (Time travellers)**					
3	*begin to research others' needs **(Fashion) (Gateways to the World)** * show design meets a range of requirements **(Fashion) (Gateways to the World)**	*select suitable tools/equipment, explain choices; begin to use them accurately **(Fashion) (Gateways to the World)** * select appropriate materials, fit for purpose. **(Fashion)**	* look at design criteria while designing and making **(Fashion) (Gateways to the World)** *use design criteria to evaluate finished product **(Fashion)**	*use appropriate materials **(Fashion) (Gateways to the World)** *work accurately to make cuts and holes **(Fashion) (Gateways to the World)**	*select appropriate tools / techniques **(Gateways to the World)** *alter product after checking, to make it better **(Gateways to the World)** *begin to try new/different ideas	*join different textiles in different ways **(Fashion) (Gateways to the World)** *choose textiles considering appearance and functionality	*use simple circuit in product **(Gateways to the World)** *learn about how to program a computer to control product. **(Gateways to the World)**	*carefully select ingredients **(Scavengers and Settlers)** *use equipment safely **(Scavengers and Settlers)** *make product look attractive

Boothferry Primary School Progression Map

Year	Design	Make	Evaluate	Technical knowledge Materials/struc-tures	Technical knowledge – Mechanisms	Technical knowledge – Textiles	Technical knowledge – Electrical systems	Technical knowledge – Food and nutrition
	* describe purpose of product **(Fashion) (Gateways to the World)** * follow a given design criteria **(Fashion) (Gateways to the World)** * have at least one idea about how to create product **(Fashion) (Gateways to the World)** * create a plan which shows order, equipment and tools **(Fashion) (Gateways to the World)** *describe design using an accurately labelled sketch and words **(Fashion) (Gateways to the World)** * make design decisions **(Fashion) (Gateways to the World)** *explain how product will work * make a prototype * begin to use computers to show design **(Gateways to the World)**	**(Gateways to the World)** * work through plan in order **(Fashion) (Gateways to the World)** *consider how good product will be **(Fashion) (Gateways to the World)** * begin to measure, mark out, cut and shape materials/componen ts with some accuracy **(Fashion) (Gateways to the World)** * begin to assemble, join and combine materials and components with some accuracy **(Fashion) (Gateways to the World)** * begin to apply a range of finishing techniques with some accuracy **(Fashion) (Gateways to the World)**	**(Gateways to the World)** * say what I would change to make design better **(Fashion) (Gateways to the World)** *begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose **(Fashion) (Gateways to the World)** * begin to understand by whom, when and where products were designed **(Fashion) (Gateways to the World)** * learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products **(Fashion) (Gateways to the World)**	* join materials **(Fashion) (Gateways to the World)** *begin to make strong structures **(Gateways to the World)**	**(Gateways to the World)** *use simple lever and linkages to create movement **(Gateways to the World)**	**(Fashion) (Gateways to the World)** *begin to understand that a simple fabric shape can be used to make a 3D textiles **(Gateways to the World)**project **(Fashion)**		**(Scavengers and Settlers)** *think about how to grow plants to use in cooking *begin to understand food comes from UK and wider world *describe how healthy diet= variety/balance of food/drinks *explain how food and drink are needed for active/healthy bodies. *prepare and cook some dishes safely and hygienically **(Scavengers and Settlers)** *grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking **(Scavengers and Settlers)**

Boothferry Primary School Progression Map

Year	Design	Make	Evaluate	Technical knowledge Materials/struc-tures	Technical knowledge – Mechanisms	Technical knowledge – Textiles	Technical knowledge – Electrical systems	Technical knowledge – Food and nutrition
4	* use research for design ideas * show design meets a range of requirements and is fit for purpose *begin to create own design criteria *have at least one idea about how to create product and suggest improvements for design. * produce a plan and explain it to others *say how realistic plan is. *include an annotated sketch *make and explain design decisions considering availability of resources *explain how product will work * make a prototype *begin to use computers to show design.	* select suitable tools and equipment, explain choices in relation to required techniques and use accurately *select appropriate materials, fit for purpose; explain choices * work through plan in order. * realise if product is going to be good quality * measure, mark out, cut and shape materials/componen ts with some accuracy *assemble, join and combine materials and components with some accuracy *apply a range of finishing techniques with some accuracy.	*refer to design criteria while designing and making **(Different Places, Similar Lives)** *use criteria to evaluate product **(Different Places, Similar Lives)** * begin to explain how I could improve original design **(Different Places, Similar Lives)** *evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose **(Different Places, Similar Lives)** * discuss by whom, when and where products were designed **(Different Places, Similar Lives)** * research whether products can be recycled or reused * know about some inventors/designers/ engineers/chefs/ma	*measure carefully to avoid mistakes *attempt to make product strong *continue working on product even if original didn't work *make a strong, stiff structure	*select most appropriate tools / techniques *explain alterations to product after checking it *grow in confidence about trying new / different ideas. *use levers and linkages to create movement *use pneumatics to create movement	*think about user when choosing textiles *think about how to make product strong * begin to devise a template *explain how to join things in a different way *understand that a simple fabric shape can be used to make a 3D textiles project	*use number of components in circuit *program a computer to control product	*explain how to be safe/hygienic *think about presenting product in interesting/ attractive ways **(Different Places, Similar Lives) (All Aboard)** *understand ingredients can be fresh, pre-cooked or processed **(All Aboard) (Different Places, Similar Lives)** *begin to understand about food being grown, reared or caught in the UK or wider world *describe eat well plate and how a healthy diet=variety / balance of food and drinks **(All Aboard)** *explain importance of food and drink for active, healthy bodies **(Different Places, Similar Lives) (All Aboard)**

Boothferry Primary School Progression Map

Year	Design	Make	Evaluate	Technical knowledge Materials/struc-tures	Technical knowledge – Mechanisms	Technical knowledge – Textiles	Technical knowledge – Electrical systems	Technical knowledge – Food and nutrition
			nufacturers of ground-breaking products **(Different Places, Similar Lives)**					*prepare and cook some dishes safely and hygienically **(Different Places, Similar Lives) (All Aboard)** *use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking **(Different Places, Similar Lives) (All Aboard)**
5	*use internet and questionnaires for research and design ideas *take a user's view into account when designing * begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose *create own design criteria * have a range of ideas	* use selected tools and equipment precisely *produce suitable lists of tools, equipment, materials needed, considering constraints * select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics * create, follow, and adapt detailed step-by-step plans	*evaluate quality of design while designing and making *evaluate ideas and finished product against specification, considering purpose and appearance. *test and evaluate final product * evaluate and discuss existing products, considering: how well they've been made, materials, whether they work,	*select materials carefully, considering intended use of product and appearance *explain how product meets design criteria *measure accurately enough to ensure precision *ensure product is strong and fit for purpose *begin to reinforce and strengthen a 3D frame	*refine product after testing *grow in confidence about trying new / different ideas *begin to use cams, pulleys or gears to create movement	*think about user and aesthetics when choosing textiles *use own template * think about how to make product strong and look better *think of a range of ways to join things *begin to understand that a single 3D textiles project can be made from a combination of fabric shapes	*incorporate switch into product *confidently use number of components in circuit *begin to be able to program a computer to monitor changes in environment and control product	*explain how to be safe / hygienic and follow own guidelines **(Earth as an Island)** *present product well - interesting, attractive, fit for purpose **(Earth as an Island)** *begin to understand seasonality of foods **(Earth as an Island)** *understand food can be grown, reared or caught in the UK and the

Boothferry Primary School Progression Map

Year	Design	Make	Evaluate	Technical knowledge Materials/struc-tures	Technical knowledge – Mechanisms	Technical knowledge – Textiles	Technical knowledge – Electrical systems	Technical knowledge – Food and nutrition
	*produce a logical, realistic plan and explain it to others. *use cross-sectional planning and annotated sketches * make design decisions considering time and resources. *clearly explain how parts of product will work. *model and refine design ideas by making prototypes and using pattern pieces. *use computer-aided designs	*explain how product will appeal to audience; make changes to improve quality * accurately measure, mark out, cut and shape materials/componen ts * accurately assemble, join and combine materials/componen ts * accurately apply a range of finishing techniques * use techniques that involve a number of steps * be resourceful with practical problems	how they have been made, fit for purpose * begin to evaluate how much products cost to make and how innovative they are *research how sustainable materials are *talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products					wider world **(Earth as an Island)** *describe how recipes can be adapted to change appearance, taste, texture, aroma **(Earth as an Island)** *explain how there are different substances in food / drink needed for health **(Earth as an Island)** *prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source **(Earth as an Island)** * use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. **(Earth as an Island)**
6	* draw on market research to inform design **(What Price Progress) (The Story of English)**	* use selected tools and equipment precisely **(What Price Progress) (The Story of English)**	*evaluate quality of design while designing and making; is it fit for purpose? **(What**	*select materials carefully, considering intended use of the product, the	*refine product after testing, considering aesthetics, functionality and purpose **(What Price**	*think about user's wants/needs and aesthetics when choosing textiles	*use different types of circuit in product **(What Price Progress)**	*understand a recipe can be adapted by adding / substituting ingredients

Boothferry Primary School Progression Map

Year	Design	Make	Evaluate	Technical knowledge Materials/struc-tures	Technical knowledge – Mechanisms	Technical knowledge – Textiles	Technical knowledge – Electrical systems	Technical knowledge – Food and nutrition
	* use research of user's individual needs, wants, requirements for design **(What Price Progress) (The Story of English)** * identify features of design that will appeal to the intended user **(What Price Progress) (The Story of English)** * create own design criteria and specification **(What Price Progress) (The Story of English)** * come up with innovative design ideas **(What Price Progress) (The Story of English)** *follow and refine a logical plan. **(What Price Progress) (The Story of English)** *use annotated sketches, cross-sectional planning and exploded diagrams **(What Price Progress) (The Story of English)** * make design decisions,	*produce suitable lists of tools, equipment, materials needed, considering constraints **(What Price Progress) (The Story of English)** * select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics **(What Price Progress) (The Story of English)** * create, follow, and adapt detailed step-by-step plans **(What Price Progress) (The Story of English)** *explain how product will appeal to audience; make changes to improve quality **(What Price Progress) (The Story of English)** * accurately measure, mark out, cut and shape materials/componen ts **(What Price Progress) (The Story of English)**	**Price Progress) (The Story of English)** * keep checking design is best it can be. **(What Price Progress) (The Story of English)** *evaluate ideas and finished product against specification, stating if it's fit for purpose **(What Price Progress) (The Story of English)** *test and evaluate final product; explain what would improve it and the effect different resources may have had **(What Price Progress) (The Story of English)** *do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose **(What Price Progress) (The Story of English)**	aesthetics and functionality. **(What Price Progress) (The Story of English)** *explain how product meets design criteria **(What Price Progress) (The Story of English)** * reinforce and strengthen a 3D frame **(What Price Progress)**	**Progress) (The Story of English)** *incorporate hydraulics and pneumatics **(What Price Progress)** *be confident to try new / different ideas **(What Price Progress) (The Story of English)** *use cams, pulleys and gears to create movement **(What Price Progress)**	**(What Price Progress)** *make product attractive and strong **(What Price Progress) (The Story of English)** *make a prototype **(What Price Progress) (The Story of English)** *use a range of joining techniques **(What Price Progress) (The Story of English)** *think about how product might be sold **(What Price Progress) (The Story of English)** *think carefully about what would improve product **(What Price Progress) (The Story of English)** *understand that a single 3D textiles project can be made from a combination of fabric shapes. **(What Price Progress)**	* think of ways in which adding a circuit would improve product **(What Price Progress)** * program a computer to monitor changes in environment and control product **(What Price Progress)**	*explain seasonality of foods *learn about food processing methods *name some types of food that are grown, reared or caught in the UK or wider world *adapt recipes to change appearance, taste, texture or aroma. *describe some of the different substances in food and drink, and how they can affect health *prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. *use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Boothferry Primary School Progression Map

Year	Design	Make	Evaluate	Technical knowledge Materials/struc-tures	Technical knowledge – Mechanisms	Technical knowledge – Textiles	Technical knowledge – Electrical systems	Technical knowledge – Food and nutrition
	considering, resources and cost **(What Price Progress) (The Story of English)** * clearly explain how parts of design will work, and how they are fit for purpose **(What Price Progress) (The Story of English)** * independently model and refine design ideas by making prototypes and using pattern pieces **(What Price Progress) (The Story of English)** * use computer-aided designs **(What Price Progress) (The Story of English)**	* accurately assemble, join and combine materials/componen ts **(What Price Progress) (The Story of English)** * accurately apply a range of finishing techniques **(What Price Progress) (The Story of English)** * use techniques that involve a number of steps **(What Price Progress) (The Story of English)** * be resourceful with practical problems **(What Price Progress) (The Story of English)**	*evaluate how much products cost to make and how innovative they are **(What Price Progress) (The Story of English)** *research and discuss how sustainable materials are **(What Price Progress) (The Story of English)** *consider the impact of products beyond their intended purpose **(What Price Progress) (The Story of English)** *discuss some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products **(What Price Progress) (The Story of English)**					

Boothferry Primary School Progression Map

Intent

IPC units of study offer a coherently planned sequence of design technology lessons to help teachers ensure they have progressively covered the knowledge, understanding and skills required in the National Curriculum. Design and Technology through the IPC units of work aim to inspire children through a broad range of practical experiences to create innovative designs, which solve real and relevant problems within a variety of different contexts. The iterative design process is fundamental and runs throughout units of work. This iterative process encourages children to identify real and relevant problems, critically evaluate existing products and then take risks and innovate when designing and creating solutions to the problems. As part of the iterative process, time is built in to reflect, evaluate and improve on prototypes using design criteria throughout to support this process. Opportunities are provided for children to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment and helping to inspire children to become the next generation of innovators.

Implementation

Design and Technology skills and understanding are built into lessons, following an iterative process. However, this is not to say that this structure should be followed rigidly: it allows for the revision of ideas to become part of good practice and ultimately helps to build a depth to children's understanding. Through revisiting and consolidating skills, our lessons and resources help children build on prior knowledge alongside introducing new skills, knowledge and challenge. The IPC have suggested a specific series of lessons for each unit, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning and to ensure National Curriculum content coverage. The diagram right demonstrates our approach to teaching each unit. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Adult guides and accurate design and technology subject knowledge are always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the skills and knowledge that they are teaching.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of Design and Technology and see how it has helped shaped the ever-evolving technological world they live in.

Impact

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of Design and Technology. The learning environment across the school will be more consistent with technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of DT-specific home learning tasks and opportunities suggested in lessons and topic overviews for wider learning. We want to ensure that Design Technology is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of skills and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, formative assessment rubrics (aimed at targeting next steps in learning) which will lead to end of year summative assessments and end of year subject reviews that will inform the