DESIGN TECHNOLOGY - KNOWLEDGE PROGRESSION MAP

	Early Years	KS1 (Y1 and Y2)	KS2
		DESIGN	
Context	imaginary, home, school, garden, playground, local community		imaginary, leisure, culture, enterprise, industry and wider environment
		MAKE	
Joints	Properties of different glues e.g. glue stick vs PVA.	Using techniques other than sellotape e.g. tabs/ split pins/ treasury tags to join paper/ card.	Joining rigid materials e.g. wood using cardboard triangles as reinforcement. Joining different materials by e.g. increasing the surface area of contact.
Structures	Experimenting with junk materials.	Reinforcing joints. Choice of material to support structures by increasing rigidity.	Use of frameworks e.g. tripod/ triangle when creating stable structures. Building 3d structures by combining shapes and materials.
Mechanisms	Construction kits	Pivots and levers e.g. paper/ card mechanisms using split pins. Wheels and axles.	Electrical systems: switches controlling light/ sound. Mechanical systems: Gears, pulleys, cams in 3D structures.

Textiles		Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques	Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics	
Food and Nutrition All units to reinforce HYGIENE.	Types of fruit and vegetables. Sorting food choices into more/ less Healthy.	Components of a balanced diet (Eatwell plate). Know where food comes from.	Food is grown, reared and caught. Seasonal variations in food availability.	
EVALUATE				
	Likes and Dislikes about what they have made.	Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluate their products carrying out appropriate tests. Be able to disassemble and evaluate familiar products and consider the views of others to improve them.	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate against their original criteria and suggest ways that their product could be improved.