DESIGN & TECHNOLOGY CURRICULUM

Key Stage 1 Progression

Knowledge | Skills | Vocabulary | Years 1 and 2

Purpose of this document

This document sets out how Design and Technology knowledge, practical skills, subject vocabulary and design behaviours develop through Years 1 and 2. It follows Park Road Academy's selected units and makes progression from EYFS and towards Year 3 explicit.

Key Stage 1 National Curriculum position

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Pupils design purposeful, functional and appealing products for themselves and other users. They generate, model and communicate ideas; select and use tools and materials; evaluate products against criteria; build structures and mechanisms; and learn the basic principles of a healthy and varied diet and where food comes from.

Progression principles

BUILD FROM EYFS	USER & PURPOSE	PRACTICAL CONTROL	TEST & IMPROVE
Exploration becomes more deliberate designing, accurate making and evidence-based evaluation.	Every project identifies who the product is for, what it should do and how success will be judged.	Pupils develop safe cutting, joining, construction, textile and food-preparation techniques.	Pupils test function, gather feedback and make purposeful changes rather than decorate only.

Curriculum strands

Designing	Making	Evaluating	Structures & Mechanisms	Textiles	Cooking & Nutrition

Key vocabulary is indicative rather than exhaustive. Teachers should model words while pupils investigate products, design, make, test and evaluate.

Year 1 Design & Technology Curriculum Map

Park Road units, core learning and progression emphasis

How the map should be used

Each term develops the full design cycle through a different material or technical context. Teachers should make prior EYFS experiences explicit and assess knowledge, process and product.

Year 1

Term	Curriculum unit	Core knowledge and practical learning	Progression emphasis	Curriculum strands
Autumn	**Structures: Stable structures**	Explore natural and manufactured structures; understand stability, bases and simple strengthening; design and build a freestanding structure for a user.	Moves from EYFS construction play to purposeful structural design, systematic testing and simple design criteria.	Design; Make; Structures; Evaluate
Spring	**Textiles: Puppets**	Investigate puppets; create a template; cut and join fabric; use simple sewing or suitable alternatives; decorate for a character and audience.	Introduces templates, textile properties and secure joining while retaining a clear user and performance purpose.	Design; Textiles; Make; Evaluate
Summer	**Cooking and nutrition: Fruits and vegetables**	Identify fruits and vegetables and where they grow; taste and describe; prepare safely; select and combine ingredients to create and evaluate a food product.	Builds food origin, hygiene, safe cutting and sensory evaluation through a purposeful recipe.	Food; Nutrition; Make; Evaluate

Year 2 Design & Technology Curriculum Map

Park Road units, core learning and progression emphasis

Year 2 progression

Year 2 revisits the design cycle with greater independence, more precise criteria, more systematic testing and stronger technical vocabulary, preparing pupils for the wider range of materials and processes in Year 3.

Year 2

Term	Curriculum unit	Core knowledge and practical learning	Progression emphasis	Curriculum strands
Autumn	**Structures: Baby Bear's chair**	Investigate chairs and materials; test shapes to destruction; design for a toy user; strengthen card; construct a stable chair and evaluate its ability to support a load.	Develops structural understanding from a stable base to frames, strengthening, load testing and user-focused furniture design.	Design; Make; Structures; Evaluate
Spring	**Cooking and nutrition: A balanced diet**	Explore food groups and proportions; design a balanced wrap or snack; prepare ingredients hygienically; assemble and evaluate taste, appearance and nutritional balance.	Moves from identifying produce to combining food groups for a balanced product and explaining healthy choices.	Food; Nutrition; Design; Evaluate
Summer	**Mechanisms: Fairground wheel**	Investigate wheel-and-axle mechanisms; identify components; design for a target user; measure and assemble a rotating fairground wheel; test and improve movement.	Introduces a named mechanism, accurate component positioning and functional testing of rotation.	Mechanisms; Make; Technical knowledge; Evaluate

KS1 Design & Technology Progression at a Glance

Concise progression from Year 1 to Year 2 and readiness for Year 3

Progression focus

A concise overview of the key progression expected across Park Road Academy KS1, aligned to designing, making, evaluating, technical knowledge and cooking and nutrition.

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Designing	Identifies a user and purpose; explores existing products; creates a simple labelled design and criteria.	Researches products and users more deliberately; generates alternatives; uses labelled sketches and templates; selects against criteria.	Develops a design brief and communicates ideas with annotated sketches, templates or simple models.	user, purpose, criteria, design, sketch, model
Making	Selects familiar tools and materials; cuts, joins, assembles and finishes with support.	Measures and marks more accurately; strengthens and joins securely; follows a sequence with growing independence.	Selects from a wider range of tools and materials and uses them safely and accurately.	measure, mark, cut, join, assemble, finish
Evaluating	Tests whether a product works and identifies one success and improvement.	Uses planned tests, records observations and adapts components or ingredients using evidence.	Evaluates existing products and own outcomes against a brief and criteria, incorporating feedback.	test, result, criteria, fault, evidence, improve
Structures & mechanisms	Builds a freestanding stable structure and explains the role of base, shape and joining.	Strengthens structures and constructs a wheel-and-axle mechanism with accurately positioned components.	Applies structural and mechanical knowledge to more complex nets, frames or moving systems.	stable, strengthen, load, wheel, axle, mechanism
Textiles	Uses a template and simple sewing or joining to create a puppet for a user.	Revisits textile properties and joining when appropriate, explaining why a material suits the purpose.	Uses accurate pattern pieces, stitches and seams in a functional textile product.	fabric, template, stitch, seam, thread, property
Cooking & nutrition	Identifies fruit and vegetables, food origin and safe preparation techniques.	Understands food groups and combines ingredients to make a balanced food product.	Understands seasonality and follows a more complex recipe using accurate measuring and preparation.	ingredient, food group, hygiene, balanced, prepare, taste
Technical language & safe practice	Uses basic design and material vocabulary and follows modelled safety routines.	Uses named components and processes more precisely and explains safe, hygienic choices.	Works with increasing independence and uses technical vocabulary to explain design and function.	product, function, component, tool, safe, hygiene

Teaching note: KS1 progression is cumulative. Earlier vocabulary and safe routines should be revisited while pupils work with clearer criteria, more accurate techniques and greater independence.

Using the KS1 Progression Document

Planning, teaching, assessment and transition

Planning from the progression

1 START WITH PRIOR LEARNING	2 DEFINE USER & PURPOSE	3 MODEL THE NEW STEP
Identify relevant EYFS or Year 1 tool, material, food and construction experiences.	Make the design problem and simple criteria explicit before pupils generate ideas.	Demonstrate safe techniques and technical knowledge before guided rehearsal and making.
4 TEST FUNCTION	**5 ASSESS THE FULL CYCLE**	**6 BUILD INDEPENDENCE**
Use simple, repeatable tests for strength, movement, joining, taste or suitability.	Notice research, designing, practical control, technical explanation and improvement.	Support access without replacing pupil decision-making or producing identical outcomes.

What progression should look like in pupils' learning

KNOW MORE	DO MORE	CHOOSE MORE	TEST MORE	EXPLAIN MORE
Recalls more connected knowledge about users, materials, structures, mechanisms and nutrition.	Uses tools, components and ingredients with greater accuracy, safety and control.	Selects materials, methods and features for function and purpose.	Uses increasingly systematic tests and evidence to diagnose problems.	Uses design and technical vocabulary to justify choices and improvements.

Suggested evidence for assessment and subject leadership

PUPIL VOICE	DESIGNS & PRODUCTS	TEACHING & INCLUSION	ASSESSMENT & TRANSITION
Can pupils identify the user, purpose, technical idea, choices, tests and improvement?	Do sketches, criteria, practical work and outcomes show increasing accuracy and function?	Are technical knowledge, vocabulary, safe routines and independent choices modelled and checked?	Do judgements reflect designing, making, evaluating and readiness for KS2 processes?

End-of-KS1 readiness for Year 3 Design and Technology

DESIGN	MAKE	EVALUATE
Uses research and simple criteria to communicate a purposeful idea for a target user.	Selects suitable tools and materials and measures, cuts, joins, assembles or prepares safely.	Uses a fair or repeatable test and evidence to explain and improve a product.
TECHNICAL KNOWLEDGE	**TEXTILES**	**COOKING & NUTRITION**
Explains how structural shape, strengthening or a wheel-and-axle mechanism supports function.	Uses a template and secure joining or sewing to create a functional textile outcome.	Prepares food hygienically and explains food origin, food groups and balanced choices.

This document should be read alongside the Design and Technology Long-Term Overview, Kapow *Primary unit planning, risk assessments, food-safety guidance, assessment materials and the whole-school Design and Technology Curriculum Progression.*