



DESIGN & TECHNOLOGY VOCABULARY

Whole-School Progression Map

Subject Language | EYFS to Year 6 | Park Road Units

Purpose of this document

This map identifies the Design and Technology vocabulary that pupils should encounter, revisit and use with increasing precision from EYFS to Year 6. It follows Park Road Academy's selected units and is aligned to the design process, technical knowledge, practical skills and cooking and nutrition within Kapow Primary's scheme.

Vocabulary principles

EXPLICIT	CUMULATIVE	CONTEXTUAL	APPLIED
Teachers model accurate language while analysing products, demonstrating techniques and testing outcomes.	Earlier words are deliberately revisited and connected to more complex products and systems.	Vocabulary is taught through real materials, ingredients, tools, users and design problems.	Pupils use technical language to explain function, justify choices, diagnose faults and refine products.

Vocabulary strands

Designing	Making & Tools	Evaluating & Iteration	Structures, Mechanisms & Electrical	Textiles	Cooking & Nutrition
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Vocabulary is indicative rather than exhaustive. Teachers should revisit prior words and expect increasingly precise spoken and written explanations of design, manufacture, function, testing and improvement.



Designing Vocabulary

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

How pupils progress from everyday language for ideas and purposes to precise terminology for users, research, criteria, briefs, specifications, models and technical communication.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	All themes and continuous provision	user, purpose, idea, design, plan, choose, product, problem, picture, model	make, try, change, material, tool, need, want	"I am designing this for... because..."
Year 1	Stable structures; Puppets; Fruits and vegetables	design criteria, target user, functional, appealing, label, feature	user, purpose, product, idea, plan, material	"My design is for this user and it needs to..."
Year 2	Baby Bear's chair; A balanced diet; Fairground wheel	research, audience, template, model, mechanism, design choice	criteria, label, purpose, function, feature, sketch	"I selected this idea because it meets the criteria..."
Year 3	Eating seasonally; Cushions; Constructing a castle	design brief, annotated sketch, cross-section, net, pattern piece, specification, context	research, criteria, template, user, purpose, model	"My annotated sketch explains how the parts will be joined."
Year 4	Pavilions; Adapting a recipe; Gears and pulleys	client, survey, prototype, aesthetic, functional requirement, adaptation, diagram, sequence	brief, criteria, annotate, model, research, purpose	"The prototype helped me compare two functional solutions."
Year 5	Doodlers; Gears and pulleys; Developing a recipe	problem statement, market research, competitor, exploded diagram, dimension, design brief, constraint	prototype, specification, criteria, user, component, justify	"Market research changed my brief because the target user needed..."
Year 6	Waistcoats; Steady hand game; Come dine with me	measurable specification, innovation, feasibility, production plan, circuit diagram, pattern piece, workflow	constraint, brief, target user, prototype, dimension, evaluate	"My specification is measurable, and the production plan manages..."

Teaching note: Introduce words through practical experience and revisit them across units. Pupils should increasingly use vocabulary spontaneously to explain users, function, materials, systems, tests and improvements.



Making & Tools Vocabulary

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

How pupils progress from naming familiar actions and materials to selecting, using and explaining increasingly specialised tools, techniques, ingredients and components.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	All themes and continuous provision	cut, fold, bend, roll, join, stick, stack, build, mix, pour, spread, safe	tool, material, make, strong, soft, hard, tidy	<i>"I chose this tool to cut, join or mix safely."</i>
Year 1	Stable structures; Puppets; Fruits and vegetables	measure, assemble, running stitch, peel, chop, blend, finish	cut, join, build, tool, fabric, ingredient, safe	<i>"I used a running stitch to join the two fabric pieces."</i>
Year 2	Baby Bear's chair; A balanced diet; Fairground wheel	mark, strengthen, axle holder, chassis, hygiene, prepare, portion	measure, assemble, wheel, axle, ingredient, join	<i>"I strengthened the card before assembling the frame."</i>
Year 3	Eating seasonally; Cushions; Constructing a castle	accurate, seam allowance, needle, thread, fastening, score, tab, ingredient quantity	template, stitch, measure, cut, join, prepare, finish	<i>"I measured the seam allowance before cutting accurately."</i>
Year 4	Pavilions; Adapting a recipe; Gears and pulleys	reinforce, brace, cladding, saw, gear, pulley, weigh, knead, component	frame, measure, assemble, prepare, adapt, tool, material	<i>"I reinforced the joint and checked the gear teeth meshed."</i>
Year 5	Doodlers; Gears and pulleys; Developing a recipe	series circuit, motor, switch, off-centre weight, gear train, tension, troubleshoot, precision	component, axle, pulley, prepare, measure, assemble, test	<i>"I troubleshooted the circuit by checking each connection."</i>
Year 6	Waistcoats; Steady hand game; Come dine with me	pin, tack, seam allowance, conductor, insulator, continuity, terminal, presentation, workflow	pattern, stitch, circuit, prepare, portion, finish, quality	<i>"I tacked the seam before machining and checked continuity."</i>

Teaching note: Introduce words through practical experience and revisit them across units. Pupils should increasingly use vocabulary spontaneously to explain users, function, materials, systems, tests and improvements.



Evaluating & Iteration Vocabulary

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

How pupils progress from saying whether something works to using criteria, testing evidence, diagnosis, feedback, quality control and justified refinement.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	All themes and continuous provision	test, work, strong, stable, change, improve, problem, like, try again	product, user, purpose, make, compare	<i>"It did not work because... so I changed..."</i>
Year 1	All Year 1 units	evaluate, successful, criteria, feedback, stable, suitable	test, work, improve, user, purpose, compare	<i>"This feature was successful because..."</i>
Year 2	All Year 2 units	test method, result, load, fault, evidence, adapt	criteria, feedback, function, improve, compare, user	<i>"The load test showed... so I adapted..."</i>
Year 3	All Year 3 units	analysis, quality, durability, functional test, refine, user feedback	brief, criteria, outcome, evidence, improve, appearance	<i>"User feedback helped me refine the seam, structure or recipe."</i>
Year 4	All Year 4 units	trial, sensory evaluation, efficiency, trade-off, modification, comparable result	prototype, test, evidence, adapt, justify, criteria	<i>"The trial revealed a trade-off between... and..."</i>
Year 5	All Year 5 units	iteration, diagnose, reliability, variable, tolerance, performance measure, user testing	fault, troubleshoot, evidence, refine, feedback, criteria	<i>"I diagnosed the fault and changed one variable before retesting."</i>
Year 6	All Year 6 units	quality control, user experience, sensitivity, sustainability, compromise, review, refinement	specification, test, evidence, reliability, justify, evaluate	<i>"Quality-control checks showed the product met... but not..."</i>

Teaching note: Introduce words through practical experience and revisit them across units. Pupils should increasingly use vocabulary spontaneously to explain users, function, materials, systems, tests and improvements.



Structures, Mechanisms & Electrical Vocabulary

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

A cumulative technical language spine for stability, structural strengthening, wheels and axles, gears, pulleys, circuits, motors and interactive electrical products.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	Models, shelters, vehicles, boats and construction	structure, base, stable, balance, join, move, wheel, ramp, switch	build, strong, weak, fall, turn, push, pull	<i>"A wider base makes this structure more stable."</i>
Year 1	Structures: Stable structures	freestanding, unstable, strengthen, natural structure, manufactured structure	structure, base, stable, join, test, material	<i>"The wide base helps the freestanding structure remain stable."</i>
Year 2	Baby Bear's chair; Fairground wheel	load, frame, wheel, axle, axle holder, rotate, mechanism	strengthen, stable, structure, component, movement, test	<i>"The wheel rotates around the axle held by the axle holder."</i>
Year 3	Constructing a castle	shell structure, net, tab, score, turret, reinforcement, façade	stable, frame, join, load, structure, strengthen	<i>"The net folds into a shell structure and the tabs secure it."</i>
Year 4	Pavilions; Gears and pulleys	triangulation, brace, cladding, gear, driver, follower, pulley, mechanical advantage	frame, structure, rotate, axle, tension, component	<i>"The driver gear changes the speed and direction of the follower."</i>
Year 5	Doodlers; Gears and pulleys	series circuit, motor, switch, vibration, gear ratio, belt, pulley system, tension	circuit, component, axle, driver, follower, troubleshoot	<i>"The off-centre weight turns motor rotation into vibration."</i>
Year 6	Steady hand game	cell, buzzer, conductor, insulator, continuity, terminal, current, sensitivity, complete circuit	switch, connection, circuit, component, test, reliability	<i>"The buzzer sounds when the loop completes the circuit."</i>

Teaching note: Introduce words through practical experience and revisit them across units. Pupils should increasingly use vocabulary spontaneously to explain users, function, materials, systems, tests and improvements.



Textiles Vocabulary

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

How pupils progress from flexible-material exploration to templates, stitches, seams, fastenings, pattern pieces, fit and accurate garment construction.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	Puppets, costumes, flags, shelters and role-play products	fabric, textile, flexible, thread, wrap, weave, cut, join, decorate	material, soft, strong, pattern, fold, stick	"The fabric is flexible, so I joined it by..."
Year 1	Textiles: Puppets	template, running stitch, needle, thread, seam, decorate	fabric, cut, join, user, design, material	"The template helped me cut matching fabric shapes."
Year 2	Revisited through wider products	property, absorbent, thickness, layer, suitable	fabric, flexible, strong, template, join, purpose	"This fabric is suitable because its property is..."
Year 3	Textiles: Cushions	seam allowance, cross stitch, appliqué, fastening, stuffing, secure seam	template, running stitch, needle, thread, fabric, finish	"The seam allowance leaves enough fabric for a secure seam."
Year 4	Revisited through Pavilions	cladding, tension, durable, weather-resistant, attachment	fabric, property, flexible, structure, join, finish	"The textile cladding is held under tension across the frame."
Year 5	Revisited through product development	textile prototype, fastening test, reinforcement, aesthetic property	seam, pattern, template, component, suitable, function	"The prototype helped me test the fastening before manufacture."
Year 6	Textiles: Waistcoats	pattern piece, seam allowance, pin, tack, fit, fastening, orientation, garment	template, stitch, seam, fabric, measure, cut, finish	"I pinned and tacked the pattern pieces before sewing the seam."

Teaching note: Introduce words through practical experience and revisit them across units. Pupils should increasingly use vocabulary spontaneously to explain users, function, materials, systems, tests and improvements.



Cooking & Nutrition Vocabulary

Whole-school vocabulary progression from EYFS to Year 6

Progression focus

How pupils progress from food exploration and hygiene to food groups, seasonality, recipe adaptation, nutritional value, menu planning and hospitality.

Year group	Linked Park Road unit(s)	Vocabulary introduced / emphasised	Vocabulary revisited and connected	Expected pupil language
EYFS Nursery & Reception	Food, farm, garden and celebration themes	food, ingredient, fruit, vegetable, wash, mix, taste, healthy, safe	soft, hard, sweet, sour, peel, pour, spread	<i>"I washed the ingredient and used the tool safely."</i>
Year 1	Fruits and vegetables	seed, root, plant, produce, peel, chop, blend, flavour, texture	fruit, vegetable, ingredient, wash, taste, healthy	<i>"This fruit grows on or in... and its texture is..."</i>
Year 2	A balanced diet	food group, protein, carbohydrate, dairy, portion, nutritious, hygiene	ingredient, healthy, prepare, taste, balance, choice	<i>"The snack is balanced because it includes..."</i>
Year 3	Eating seasonally	seasonal, climate, import, local, produce, harvest, sustainability, recipe	food origin, ingredient, measure, prepare, hygiene, taste	<i>"This produce is seasonal in the UK because..."</i>
Year 4	Adapting a recipe	adapt, ingredient quantity, sensory evaluation, variable, cost, nutrition, texture	recipe, weigh, prepare, flavour, compare, result, portion	<i>"I changed one variable so the sensory results could be compared."</i>
Year 5	Developing a recipe	farm to fork, nutritional value, fibre, saturated fat, modify, portion, method	protein, carbohydrate, ingredient, adapt, prepare, evaluate	<i>"I modified the recipe to increase nutritional value by..."</i>
Year 6	Come dine with me	menu, course, workflow, cross-contamination, presentation, hospitality, guest, service	portion, hygiene, nutrition, prepare, timing, feedback	<i>"The workflow reduces cross-contamination and coordinates service."</i>

Teaching note: Introduce words through practical experience and revisit them across units. Pupils should increasingly use vocabulary spontaneously to explain users, function, materials, systems, tests and improvements.



Using the Vocabulary Map

Planning, teaching, assessment and subject leadership

Planning and teaching vocabulary

1 IDENTIFY PRIOR WORDS Select earlier terms pupils need and check that they can connect them to real products and processes.	2 INTRODUCE IN CONTEXT Teach a manageable number of high-value words while modelling a technical concept or practical skill.	3 MODEL SENTENCES Demonstrate how designers explain users, function, materials, tests, faults and improvements.
4 REVISIT DELIBERATELY Use vocabulary in product analysis, demonstrations, design annotations, making and evaluation.	5 SUPPORT ACCESS Use real objects, diagrams, gestures, word banks and oral rehearsal while maintaining ambitious language.	6 ASSESS APPLICATION Look for accurate use in pupil talk, designs and evaluation, not only recall of definitions.

What vocabulary progression should look like

NAME PRECISELY Pupils move from everyday descriptions to accurate names for users, processes, components, tools and food concepts.	CONNECT IDEAS Pupils link new terms to earlier technical knowledge, such as strengthening, rotation, circuits or nutrition.	EXPLAIN CHOICES Pupils use subject language to justify materials, dimensions, ingredients and manufacturing methods.	DIAGNOSE & EVALUATE Pupils describe tests, faults, evidence, trade-offs and refinements with increasing independence.
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Suggested evidence for subject leadership

PUPIL VOICE Can pupils explain the user, purpose, function, techniques, tests and improvements using age-appropriate vocabulary?	DESIGNS & EVALUATION Do annotations, diagrams and evaluations show terminology being revisited and applied accurately?	LESSON VISITS Are teachers modelling a manageable number of high-value words within practical contexts?	ASSESSMENT Do judgements consider whether pupils understand and apply terms rather than copy definitions?
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This document should be read alongside Park Road Academy's Design and Technology Long-Term Overview, curriculum progression documents, Kapow Primary unit planning and knowledge organisers, assessment materials and pupils' design work.