

Design and Technology







Design and Technology Mile Post 1

Key Skills

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National Curriculum		IPC learning Goals		
Design purposeful, functional, appealing	1.2	Be able to plan what they are going to make		
products for themselves and other users				
based on design criteria				
Generate, develop, model and	1.3	Be able to describe their plans in pictures and words		
communicate their ideas through talking,		Words		
drawing, templates, mock-ups and,				
where appropriate, information and communication technology				
Communication technology				
Select from and use a range of tools and	1.4	Be able to use simple tools and materials to make		
equipment to perform practical tasks		products		
	4.5	Do able to about a grand siste to de and materials		
	1.5	Be able to choose appropriate tools and materials for their tasks		
Select from and use a wide variety of	1.4	Be able to use simple tools and materials to make		
materials and components, including		products		
construction materials, textiles and	1.5	Be able to choose appropriate tools and materials		
ingredients, according to their		for their tasks		
characteristics				
Explore and evaluate a range of existing	1.7	Be able to communicate on the usefulness of		
products		products in everyday use		
Evaluate their ideas and products	1.6	Be able to comment on their own plans and		
against design criteria		products and suggest areas of improvement		
Build structures, exploring how they can				
be made stronger, stiffer and more				
stable				
Explore and use mechanisms, in their				
products	ļ			
Use the basic principles of a healthy and				
varied diet to prepare dishes	1			
Understand where food comes from				



Design and Technology Mile Post 2

Key Skills

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 2.1	National Curriculum	toy Ci	IPC learning Goals
inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2.2 Be bale to design and make products to meet specific needs 2.7 Be able to identify the ways in which products in everyday use meet specific needs 2.3 Be able to make useable plans Be able to make useab		2.1	
appealing products that are fit for purpose, aimed at particular individuals or groups 2.2 Be bale to design and make products to meet specific needs 2.7 Be able to identify the ways in which products in everyday use meet specific needs 2.8 Be able to make useable plans 2.9 Be able to make useable plans 2.1 Be able to make useable plans 2.2 Be able to make useable plans 2.3 Be able to make useable plans 2.4 Be able to make useable plans 2.5 Be able to make and use labeled sketches as designs 2.6 Be able to make and use labeled sketches as designs 2.7 Be able to use simple tools and equipment with some accuracy 2.8 Be able to use simple tools and equipment with some accuracy 2.9 Be able to use simple tools and equipment with some accuracy 2.7 Be able to use simple tools and equipment with some accuracy 2.8 Be able to use simple tools and equipment with some accuracy 2.9 Be able to identify the ways in which products in everyday use meet specific needs 2.8 Be able to identify the ways in which products in everyday use meet specific needs 2.8 Be able to use simple tools and equipment with some accuracy 2.9 Be able to identify the ways in which products in everyday use meet specific needs 2.8 Be able to identify the ways in which products in everyday use meet specific needs 2.8 Be able to identify the ways in which products in everyday use meet specific needs 2.8 Be able to identify the ways in which products in everyday use meet specific needs 2.8 Be able to identify the ways in which products in everyday use meet specific needs 2.8 Be able to identify the ways in which products in everyday use meet specific needs 2.9 Be able to identify the ways in which products in everyday use meet specific needs 2.9 Be able to identify the ways in which products in everyday use meet specific needs 2.9 Be able to identify the ways in which products in everyday use meet specific needs 2.9 Be able to identify the ways in which products in everyday use meet specific needs 2.9 Be able to identify the ways	·		
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2.7 Be able to identify the ways in which products in everyday use meet specific needs	9 P 9	2.2	
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their products	ų ,		
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program, monitor and control their products			
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			
	•	I	
and how a variety of ingredients are grown,			

Design and Technology Mile Post 3

Key Skills

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National Curriculum	3.4	IPC learning Goals Be able to respond to identified needs, wants
Use research and develop design criteria to inform the design of innovative, functional,	3.4	and opportunities with informed designs and
appealing products that are fit for purpose,		products
aimed at particular individuals or groups		
airried at particular individuals of groups	3.5	Be able to gather and use information to suggest solutions to problems
	3.7	Be able to consider the needs of users when designing and making
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	3.6	Be able to devise and use step-by-step plans
Select from and use a wider range of tools	3.8	Be able to select the most appropriate available tools and materials for a task
and equipment to perform practical tasks accurately	3.9	Be able to work with a variety of tools and materials with some accuracy
	3.13	Understand the need for accurate design and
	51.15	working
Select from and use a wider variety of materials and components, including	3.8	Be able to select the most appropriate available tools and materials for a task
construction materials, textiles and	3.9	Be able to work with a variety of tools and
ingredients, according to their functional		materials with some accuracy
properties and aesthetic qualities characteristics	3.15	Understand that different techniques, tools and materials are needed for different tasks
Investigate and analyse a range of existing	3.11	Be able to investigate the way in which simple
products		products in everyday use are designed and
	3.12	made, and how they work Be able to evaluate the effectiveness of simple
	3.12	products in everyday use
Evaluate their ideas and products against	3.10	Be able to test and evaluate their own work and improve on it
their own design criteria and consider the views of others to improve their work	3.16	Understand that the quality of a product
views of others to improve their work		depends on how well it is made and how well it
Lie denates die sur les constantes de dividuale	2.2	meets its intended purpose
Understand how key events and individuals in design have helped shape the world	3.2	Know how the lives of people in the host country are affected by the extent of the technological advance
	3.3	Know how the lives of people in their home
		country are affected by the extent of the technological advance
Apply their understanding of how to		
strengthen, stiffen and reinforce more complex structures		
Understand and use mechanical systems in		
their products (eg gears, pulleys, cams,		
levers and linkages).		
Understand and use electrical systems in their products		
Apply their understanding of computing to		
Apply their understanding or computing to	1	

program, monitor and control their products	
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	