

Design Technology Curriculum Overview

Intent:

At Falmouth Primary Academy, our vision for Design Technology education is to inspire and empower our students to navigate the creative process with curiosity, confidence, and ingenuity, equipping them to set sail toward a future full of possibilities. Through hands-on, project-based learning, we provide opportunities for children to design, make, and evaluate products that solve real-world problems and encourage a global perspective. We believe in fostering resilience, critical thinking, and independence by encouraging learners to take the lead in generating ideas, experimenting with materials, and refining their creations.

Our goal is to create a learning environment where Design Technology is accessible, relevant, and exciting, equipping students with the vocabulary, technical knowledge and practical skills needed to innovate in an ever-changing world. We aim for students to confidently apply the design process, articulate their ideas using technical vocabulary, and understand the impact of design and technology on society and the environment. By working collaboratively, sharing feedback, and engaging in constructive dialogue, our students develop the communication skills they need to share their innovations with the world.

By the end of their journey with us, our students will think, speak, and act like designers and engineers, envisioning a future where they can lead and innovate within the STEAM community.



Implementation: Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Mechanisms Can I design, make and evaluate a toy? (link to History and Science)		Textiles Can I design, make and evaluate a weather station using materials? (prep for summer 1)		Structures and Materials Can I design, make and evaluate a Castle structure?
Year 2	Structures and Materials Can I design, make and evaluate a model house from 16 th century London?		Cooking and Nutrition Can I design, make and evaluate a smoothie using fruits and/or vegetables? (link to growing)		Mechanisms Can I design, make and evaluate a cart for transporting quarry stones? (link to History)	
Year 3	Cooking and Nutrition Design, make and evaluate a traditional Spanish dish (link to Geography and MFL)		Textiles Design, make and evaluate a woven friendship bracelet (Mayan weaving) (link to history)		Structure and Materials, inc Textiles Design, make and evaluate a modern-day ship with sails.	
Year 4		Mechanisms <i>Water wheels – design and make an Ancient Greek water wheel. (Link to science forces Y3 and 5, maths measuring, capacity and science)</i>		Structures and Materials Design and make an earthquake detector which will make a sound when it detects movement. (Link to Peru previous Geog topic - seismic area Science recapping)		Cooking and Nutrition Can I design, make and evaluate a Cornish pasty? (link to growing Science and history mining)
Year 5	Electrical Design, make and evaluate a light up and/or moving Christmas decoration (link back to Y4 science)		Cooking and Nutrition Design, make and evaluate a Tudor pottage			Mechanisms Design, make and evaluate a rocket launcher
Year 6		Textiles Use cross stitch and applique to design, make and evaluate an Egyptian Usekh (link to History)		Computing and Programming Design using CAD 3D modelling software.		Electrical Design, make and evaluate a motorised vehicle (link to History)
Year 6 b		How can I create Japanese Sushi? Design and make Sushi (Link to Geog)		Computing and Programming Design using CAD 3D modelling software.		Electrical Design, make and evaluate a motorised vehicle (link to History and electrical link science)

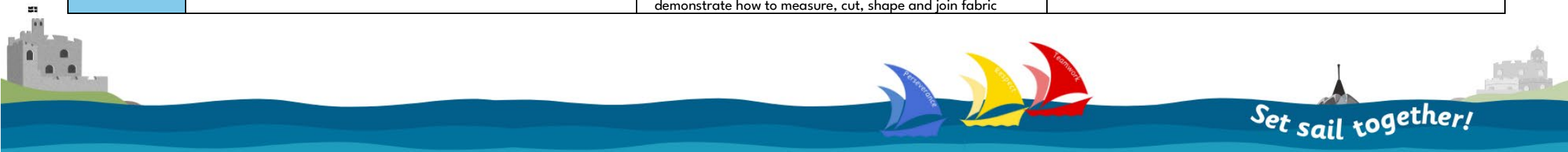


Progression Map

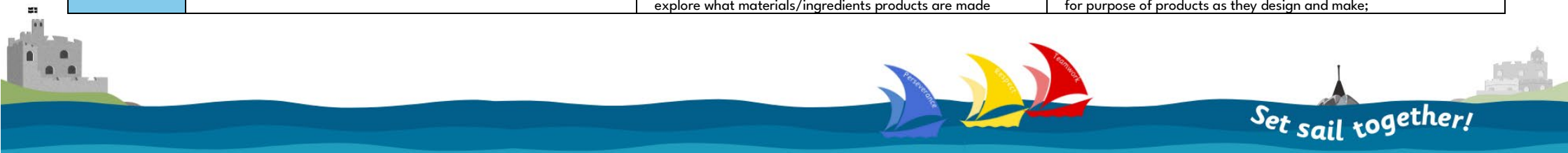
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Children can:</p> <ul style="list-style-type: none"> use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user; explain how their products will look and work through talking and simple annotated drawings; design models using simple computing software; plan and test ideas using templates and mock-ups; understand and follow simple design criteria; work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. 	<p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Children can:</p> <ul style="list-style-type: none"> use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user; explain how their products will look and work through talking and simple annotated drawings; design models using simple computing software; plan and test ideas using templates and mock-ups; understand and follow simple design criteria; work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. 	<p>Children 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.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Children can:</p> <ul style="list-style-type: none"> identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; design innovative and appealing products that have a clear purpose and are aimed at a specific user; explain how particular parts of their products work; use annotated sketches and cross-sectional drawings to develop and communicate their ideas; when designing, explore different initial ideas before coming up with a final design; when planning, start to explain their choice of materials and components including function and aesthetics; test ideas out through using prototypes; use computer-aided design to develop and communicate their ideas develop and follow simple design criteria; work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment. 	<p>Children 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.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Children can:</p> <ul style="list-style-type: none"> use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; use their knowledge of a broad range of existing products to help generate their ideas; design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; explain how particular parts of their products work; use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; generate a range of design ideas and clearly communicate final designs; consider the availability and costings of resources when planning out designs; work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment. 	<p>Children 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.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Children can:</p> <ul style="list-style-type: none"> use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; 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use their knowledge of a broad range of existing products to help generate their ideas; design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; explain how particular parts of their products work; use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; generate a range of design ideas and clearly communicate final designs; consider the availability and costings of resources when planning out designs; work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.
	<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Start to suggest ideas and explain what they are going to do.</p> <p>Begin to understand the development of existing products: explain what they are for, how they work, what materials have been used.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Begin to develop their ideas</p>	<p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Develop their ideas through talk and drawings and label parts.</p> <p>Pupils begin to explain why they chose a certain material.</p>	<p>With growing confidence, generate ideas for an item considering its purpose and the user.</p> <p>When planning, explain their choice of materials and components including function and aesthetics.</p> <p>Start to order the main stages of making a product.</p> <p>Put together a step by step plan which shows the order and what equipment and tools they need.</p>	<p>Start to generate ideas, considering the purposes for which they are designing.</p> <p>When planning, explain their choice of materials and components including function and aesthetics considering the views of others to improve their work.</p> <p>Confidently make labelled drawings from different views showing specific features.</p> <p>Develop a clear plan on the process and how to use materials, equipment and suggesting alternative</p>	<p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches and diagrams.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, and pattern.</p> <p>Confidently use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>Use market research to inform plans.</p> <p>Suggest ideas about how their</p>



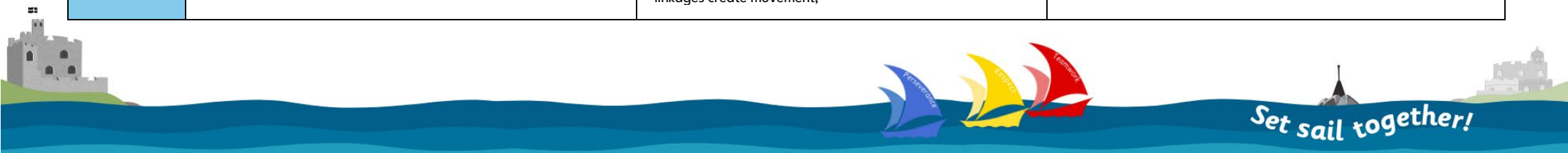
	<p>through talk and simple drawings.</p> <p>Communicate with others about how they want to construct their product.</p>			<p>methods if the first attempt fails.</p>	<p>Draw up a specification for their design-link with Mathematics and Science.</p> <p>Produce a detailed step-by step plan.</p> <p>Suggest some alternative plans and say what the good points and drawbacks are about each.</p> <p>With growing confidence, apply a range of finishing techniques, including those from art and design</p> <p>Explain how their product will appeal to the audience</p>	<p>product could be sold and work within a given budget.</p> <p>Confidently draw up a specification for their design-link with Mathematics and Science.</p> <p>Suggest alternative methods of making if the first attempts fail.</p> <p>Plan the order of their work, choosing appropriate materials,</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Identify the strengths and areas for development in their ideas and products.</p>
<p>Make</p>	<p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children can:</p> <p>Planning</p> <p>with support, follow a simple plan or recipe;</p> <p>begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p> <p>select from a range of materials, textiles and components according to their characteristics;</p> <p>Practical skills and techniques</p> <p>learn to use hand tools appropriately and learn to follow safety procedures;</p> <p>use a range of materials and components, including textiles and food ingredients;</p> <p>with help, measure and mark out;</p> <p>cut, shape and score materials with some accuracy;</p> <p>assemble, join and combine materials, components or ingredients;</p> <p>demonstrate how to cut, shape and join fabric to make a simple product;</p> <p>manipulate fabrics in simple ways to create the desired effect;</p> <p>use a basic running stitch;</p>	<p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>They 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.</p> <p>Children can:</p> <p>Planning</p> <p>with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</p> <p>select from a range of materials and components according to their functional properties and aesthetic qualities;</p> <p>place the main stages of making in a systematic order;</p> <p>Practical skills and techniques</p> <p>learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</p> <p>use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</p> <p>with growing independence, measure and mark out to the nearest cm and millimetre;</p> <p>cut, shape and score materials with some degree of accuracy;</p> <p>assemble, join and combine material and components with some degree of accuracy;</p> <p>demonstrate how to measure, cut, shape and join fabric</p>	<p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>They 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.</p> <p>Children can:</p> <p>Planning</p> <p>independently plan by suggesting what to do next;</p> <p>with growing confidence, select from a wide range of tools and equipment, explaining their choices;</p> <p>select from a range of materials and components according to their functional properties and aesthetic qualities;</p> <p>create step-by-step plans as a guide to making;</p> <p>Practical skills and techniques</p> <p>learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>independently take exact measurements and mark out, to within 1 millimetre;</p> <p>use a full range of materials and components, including construction materials and kits, textiles, and mechanical components;</p> <p>cut a range of materials with precision and accuracy;</p> <p>shape and score materials with precision and accuracy;</p> <p>assemble, join and combine materials and components with accuracy;</p>			



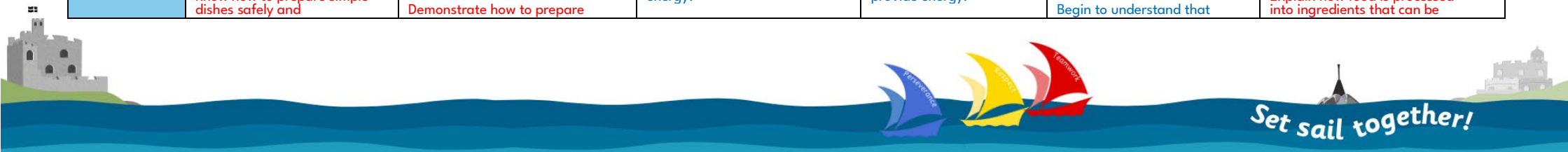
	<p>cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</p> <p>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p>		<p>with some accuracy to make a simple product;</p> <p>join textiles with an appropriate sewing technique;</p> <p>begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</p>		<p>demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;</p> <p>join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch;</p> <p>refine the finish using techniques to improve the appearance of their product, such as sanding or a more</p>	
	<p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Identify and talk about products which use electricity to make them work</p> <p>With help, measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools e.g. scissors and a hole punch safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product</p>	<p>Begin to select tools and materials; use correct vocabulary to name and describe them.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools e.g. scissors and a hole punch safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>With help, measure, cut and score with some accuracy.</p> <p>Start to assemble, join and combine materials in order to make a product.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p> <p>Start to choose and use appropriate finishing techniques based on their own ideas.</p> <p>Join fabric using a running stitch, glue and tape.</p>	<p>Select a wider range of tools and techniques for making their product.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Select the most appropriate too and techniques for the given task.</p> <p>Begin to make choices of materials both for its appearance and qualities.</p> <p>Begin to use some simple stitches to join fabrics.</p>	<p>Select and use a wider range of tools and techniques for making their product safely.</p> <p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools equipment and techniques. Demonstrate how to measure, tape, pin, cut and join with accuracy.</p> <p>Begin to combine components and materials in different ways.</p> <p>Start to use simple electrical circuits and mechanical systems.</p> <p>Use some finishing techniques to strengthen and improve the appearance of their product using a range of equipment.</p>	<p>Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>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.</p> <p>Combine components and materials in different ways with accuracy.</p> <p>Know how more complex electrical circuits and components can be used to create functional products.</p> <p>Use a variety of finishing techniques to strengthen and improve the appearance of their product using a range of equipment.</p> <p>Demonstrate motivation/perseverance to refine and improve their products.</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them with accuracy.</p> <p>Aim to make and to achieve a quality product</p> <p>Demonstrate when to make modifications as they go along.</p> <p>Know how to combine complex electrical circuits and components to create functional products.</p> <p>Make decisions and select the most appropriate mechanical system for a particular purpose.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment.</p> <p>Demonstrate motivation/perseverance to refine and improve their products.</p>
	<p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria.</p> <p>Children can: explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</p> <p>explain positives and things to improve for existing products;</p>		<p>Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can: explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</p> <p>explore what materials/ingredients products are made</p>		<p>Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can: complete detailed competitor analysis of other products on the market;</p> <p>critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make;</p>	



Evaluate	<p>explore what materials products are made from;</p> <p>talk about their design ideas and what they are making;</p> <p>as they work, start to identify strengths and possible changes they might make to refine their existing design;</p> <p>evaluate their products and ideas against their simple design criteria;</p> <p>start to understand that the iterative process sometimes involves repeating different stages of the process.</p>	<p>from and suggest reasons for this;</p> <p>consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</p> <p>evaluate their product against their original design criteria;</p> <p>evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p>	<p>evaluate their ideas and products against the original design criteria, making changes as needed.</p>
	<p>Start to evaluate their product by discussing how well it works in relation to the purpose.</p> <p>When looking at existing products, explain what they like and dislike about the products and why.</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time.</p>	<p>Evaluate their work against their design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p> <p>Evaluate their products as they are developed, identifying what went well and possible changes they might make next time.</p>	<p>Start to evaluate a product against the original design specification and by carrying out appropriate tests.</p> <p>Evaluate their work both during and at the end of the assignment and seek evaluation from others.</p> <p>Evaluate appearance and function against original criteria, suggesting improvements and refinements.</p> <p>Evaluate their work continuously both during and at the end of the assignment and frequently seek evaluation from others.</p> <p>Evaluate their products, identifying strengths and areas for development, and carry out appropriate tests.</p> <p>Record their evaluations using drawings with labels – clearly identifying improvements and refinements.</p>
Technical Knowledge	<p>Children build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Children can:</p> <p>build simple structures, exploring how they can be made stronger, stiffer and more stable;</p> <p>talk about and start to understand the simple working characteristics of materials and components;</p> <p>explore and create products using mechanisms, such as levers, sliders and wheels.</p>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>They apply their understanding of computing to program, monitor and control their products.</p> <p>Children can:</p> <p>understand that materials have both functional properties and aesthetic qualities;</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p> <p>understand and demonstrate how mechanical and electrical systems have an input and output process;</p> <p>make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</p> <p>explain how mechanical systems such as levers and linkages create movement;</p>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>They apply their understanding of computing to program, monitor and control their products.</p> <p>Children can:</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p> <p>understand and demonstrate that mechanical and electrical systems have an input, process and output;</p> <p>explain how mechanical systems, such as cams, create movement and use mechanical systems in their products;</p> <p>apply their understanding of computing to program, monitor and control a product.</p>



Cooking and Nutrition	Children use the basic principles of a healthy and varied diet to prepare dishes. They understand where food comes from. Children can: explain where in the world different foods originate from; understand that all food comes from plants or animals; understand that food has to be farmed, grown elsewhere (e.g. home) or caught; name and sort foods into the five groups in the Eatwell Guide; understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; use what they know about the Eatwell Guide to design and prepare dishes.		use mechanical systems in their products. Children understand and apply the principles of a healthy and varied diet. They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Children can: start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world; understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven; use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes; understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; prepare ingredients using appropriate cooking utensils; measure and weigh ingredients to the nearest gram and millilitre; start to independently follow a recipe; start to understand seasonality.		Children understand and apply the principles of a healthy and varied diet. They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Children can: know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; understand that food is processed into ingredients that can be eaten or used in cooking; demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; alter methods, cooking times and/or temperatures; measure accurately and calculate ratios of ingredients to scale up or down from a recipe; independently follow a recipe.	
	Begin to understand that all food comes from plants or animals. Start to understand how to name and sort foods into the five groups. Know that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and	Understand that all food comes from plants or animals. Develop understanding of where different foods come from and also food from native to different countries. Understand how to name and sort foods into the five groups in Recognise the need for a variety of food in a diet. Demonstrate how to prepare	Start to know that food is grown, reared and caught in the UK, Europe and the wider world. Know that a healthy diet is made up from a variety and balance of different food and drink. Begin to know that to be active and healthy, food and drink are needed to provide energy.	Know that food is grown, reared and caught in the UK, Europe and the wider world. Understand why a healthy diet is important. Know that to be active and healthy, food and drink are needed to provide energy.	Begin to explain how ingredients are grown, reared and caught in the UK, Europe and the wider world. Begin to understand that seasons may affect the food available. Evaluate a meal and consider if they contribute towards a balanced diet Begin to understand that	Explain how ingredients are grown, reared and caught. Understand that seasons may affect the food available. Know different food and drink contain different substances that are needed for health. Plan a healthy and affordable diet. Explain how food is processed into ingredients that can be



	<p>hygienically, without using a heat source.</p> <p>Begin to use techniques such as cutting, peeling and grating.</p> <p>Measure and weigh food items using non-standard measures (e.g. spoons and cups).</p>	<p>simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating</p>	<p>Understand how to prepare and cook a variety of dishes including having experience of using a heat source.</p> <p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>Understand how to prepare and cook a variety of predominantly savoury dishes including having experience of using a heat source.</p> <p>Understand what to do to be safe and hygienic.</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Measure and weigh ingredients accurately.</p>	<p>different food and drink contain different substances that are needed for health.</p> <p>Explain what times of year particular foods are eaten in.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes including the use of a heat source.</p> <p>Demonstrate increasing confidence in how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Begin to use appropriate tools and equipment, weighing and measuring with scales.</p>	<p>eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source.</p> <p>Confidently use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Use appropriate tools and equipment, weighing and measuring with scales.</p>
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Impact:

At Falmouth Primary Academy, each Design Technology project is structured around a composite endpoint that reflects the key knowledge, skills, and processes students are expected to master. These endpoints are supported by carefully designed components, with regular assessment checkpoints to monitor and ensure student progress. To support all learners, we employ adaptive teaching methods, enabling students to develop a secure understanding of each stage of the design process and confidently demonstrate their creativity and problem-solving abilities through composite assessment tasks.

Formative assessment is embedded throughout our lessons, incorporating tools such as peer feedback, design booklets, and quizzes to track learning. We integrate cross-curricular opportunities, including art, mathematics, science, and literacy, to support understanding and immediately address misconceptions.

Consequently, children leave Falmouth Primary Academy with a solid foundation in designing, making, and evaluating, confidently articulating their ideas using technical vocabulary. They depart not only with the skills to think, create, and communicate like designers and engineers but also with the inspiration and aspirations to pursue future roles within the STEAM community and contribute meaningfully to the global landscape of design and technology.

