



**Laughton All Saints C of E Primary School UKS2 Design & Technology
Progression Grid**

Disciplinary Knowledge					
	Mechanical Systems	<i>Framed Structures</i>	Food	Textiles (CAD)	Electrical Systems
Upper Key Stage 2	<p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p><u>Making</u></p> <ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the 	<p><u>Designing</u></p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p><u>Making</u></p> <ul style="list-style-type: none"> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join 	<p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <p><u>Making</u></p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils 	<p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate innovative ideas through research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <p><u>Making</u></p> <ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. 	<p><u>Designing</u></p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. <p><u>Making Circuits and switches</u></p> <ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.



	<p>constraints of time, resources and cost.</p> <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. <p>Technical knowledge and understanding</p>	<p>construction materials to make frameworks.</p> <ul style="list-style-type: none"> • Use finishing and decorative techniques suitable for the product they are designing and making. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. 	<ul style="list-style-type: none"> • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. 	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. 	<ul style="list-style-type: none"> • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <p><u>Making (Monitoring and Control)</u></p> <ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable their electrical product to res <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground-breaking electrical systems and components.
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Substantive Knowledge

Mechanical Systems	<i>Framed Structures</i>	Food	Textiles (CAD)	Electrical Systems
<p><u>Pulleys and Gears</u></p> <ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project. <p><u>Cams</u></p> <ul style="list-style-type: none"> • Understand that mechanical systems have an input, process and an output. • Understand how cams can be used to produce different types of movement and change the direction of movement. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project 	<ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. 	<p>A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <ul style="list-style-type: none"> • Fabrics can be strengthened, stiffened and reinforced where appropriate. 	<p><u>Circuits and switches</u></p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project. <p><u>Monitoring and Control</u></p> <p>Understand and use electrical systems in their products.</p> <ul style="list-style-type: none"> • Understand the use of computer control systems in products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.



Vocabulary				
Mechanical Systems	<i>Framed Structures</i>	Food	Textiles (CAD)	Electrical Systems
<p><u>Pulleys and Gears</u> Pulley Gear Drive belt Gearing up or down Mechanical system Driver Follower Mesh Motor spindle</p> <p><u>Cams</u> Rotary motion Oscillating motion Reciprocating motion Cam Follower Lever Slider Guide Spacer</p>	Modelling Compression Strut Tension Tie Diagonal Horizontal Vertical Triangulation Frame structure	Finishing Rubbing in Knead Bran Dough Endosperm Germ Yeast Unleavened bread	Mock up Pattern/template Seam allowance Specification Tacking Working drawing CAD CAM	<p><u>Circuits and switches</u> Modelling Open switch Closed switch Normally open Normally closed Computer control input Output devices Input devices</p> <p><u>Monitoring and Control</u> Program Microcontroller Light emitting diode (LED) System Output devices Input devices Process</p>