



Design and Technology Progression Map

Year 1						
	Which parts of your picture should move?	<ul style="list-style-type: none"> • Investigating pictures • Making pictures • Making a lever mechanism • Making a wheel mechanism • Writing the specification 	What can you learn from a textile tree?	<ul style="list-style-type: none"> • Exploring materials • Relating textiles to their uses • Learning to wrap and manipulate textiles • Learning to make textile teaching cards • Writing the specification 	What shall we eat at the teddy bears picnic?	<ul style="list-style-type: none"> • Learn which food comes from plants and which food comes from animals (link to Science Y1T2) • Make a fruit salad, washing, peeling and chopping fruit • Make a sandwich containing salad
Design						
	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology					
Contexts, Uses and Purposes	State the purpose of the design and the intended user Explore materials, make templates and mock ups e.g. moving picture					
Ideas	Generate own ideas for design by drawing on own experiences or from reading					
Make						
	Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic					
Planning	Begin to select from a range of tools and equipment explaining their choices Begin to select from a range of materials and components according to their characteristics					
Practical Skills and Techniques	Follow procedures for safety Use and make own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Use finishing techniques, including those from art and design					
Evaluate						
	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria					



Design and Technology Progression Map

Own Ideas and Products	<p>Talk about their design ideas and what they are making</p> <p>Make simple judgements about their products and ideas against design criteria</p> <p>Suggest how their products could be improved</p> <p>Evaluating products and components used</p>
Existing Products	Investigate - what products are, who they are for, how they are made and what materials are used
Technical Knowledge	
	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [e.g. levers and sliders], in their products</p>
Making Products Work	<p>Understand about the simple working characteristics of materials and components</p> <p>Understand about the movement of simple mechanisms including levers, sliders</p> <p>Understand that food ingredients should be combined according to their sensory characteristics</p> <p>Know the correct technical vocabulary for the projects they are undertaking</p> <p>Understand how freestanding structures can be made stronger, stiffer and more stable</p>
Cooking and Nutrition	
	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>
Where Food Comes From	Know that food comes from plants and animals
Food, Preparation, Coking and Nutrition	<p>Use appropriate equipment to weigh and measure ingredients</p> <p>Prepare simple dishes safely and hygienically, without using a heat source</p> <p>Use techniques such as cutting and peeling</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day</p>
Continuous	
<p>Healthy eating</p> <p>Discussions about food</p> <p>Fine motor skills- threading, tweezing</p> <p>Using a range of materials and practising joining skills in provision</p> <p>British Food Fortnight</p> <p>Farm to Fork</p> <p>Revisit previous skills</p> <p>Construction kits</p>	



Design and Technology Progression Map

Year 2						
	How will your vehicle move?	<ul style="list-style-type: none"> Exploring rolling toys Investigating different vehicles Making wheels and axles Exploring body decoration 	How do we make a puppet?	<ul style="list-style-type: none"> Investigate different kinds of puppets, e.g. marionette, hand, finger, stick Make paper versions of puppets, e.g. finger hand Make own hand puppet from fabric using sewing and gluing 	What can we put in a smoothie?	<ul style="list-style-type: none"> Discuss origin of a variety of fruits and role of edible seeds (link to Science Y2T2) Classify fruit ingredients used in smoothie based on how they grow – vine/trees/shrubs. Make a smoothie from a variety of fruit
Design						
	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology					
Contexts, Uses and Purposes	State the purpose of the design and the intended user Explore materials, make templates and mock ups e.g. moving picture					
Ideas	Generate own ideas for design by drawing on own experiences or from reading					
Make						
	Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic					
Planning	Begin to select from a range of tools and equipment explaining their choices Begin to select from a range of materials and components according to their characteristics					
Practical Skills and Techniques	Follow procedures for safety Use and make own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Use finishing techniques, including those from art and design					
Evaluate						
	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria					



Design and Technology Progression Map

Own Ideas and Products	<p>Talk about their design ideas and what they are making</p> <p>Make simple judgements about their products and ideas against design criteria</p> <p>Suggest how their products could be improved</p> <p>Evaluating products and components used</p>
Existing Products	Investigate - what products are, who they are for, how they are made and what materials are used
Technical Knowledge	
	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [e.g. wheels and axles], in their products</p>
Making Products Work	<p>Understand about the simple working characteristics of materials and components</p> <p>Understand about the movement of simple mechanisms including wheels and axles</p> <p>Understand that food ingredients should be combined according to their sensory characteristics</p> <p>Know the correct technical vocabulary for the projects they are undertaking</p> <p>Understand how freestanding structures can be made stronger, stiffer and more stable</p>
Cooking and Nutrition	
	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>
Where Food Comes From	Know that food comes from plants and animals
Food, Preparation, Coking and Nutrition	<p>Use appropriate equipment to weigh and measure ingredients</p> <p>Prepare simple dishes safely and hygienically, without using a heat source</p> <p>Use techniques such as cutting, peeling and grating</p> <p>Name and sort foods into the five groups of the 'eat well' plate</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day</p>
Continuous	
<p>Healthy eating</p> <p>Discussions about food</p> <p>British Food Fortnight</p> <p>Farm to Fork</p> <p>Revisit previous skills</p> <p>Construction kits</p>	



Design and Technology Progression Map

Year 3 and Year 3/4						
	How can I make my monster move?	<ul style="list-style-type: none"> • Investigating air objects • Exploring pneumatics • Making new pneumatics • Planning own moving monster • Making moving monsters • Evaluating monsters 	What went in an Iron Age Stew?	<ul style="list-style-type: none"> • Iron Age Root Vegetable Stew (link to History Y3T1 Science Y3T2) • Discuss original recipe and adaptations to be made (e.g. our stew is vegetarian and could include additional root vegetables, many of which were not available during this time period). • I can say which part of a plant different foods come from. 	How were the Romans able to quickly get over a wall?	<ul style="list-style-type: none"> • Investigating Roman catapults (link to History Y3T3) • Investigating forces (link to Science Y3/4T1) • Looking at pulleys and levers • Making own catapults and testing • Evaluating catapults
Design						
	<p>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>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>					
Contexts, Uses and Purposes	<p>Gather information about the needs and wants of particular individuals and groups</p> <p>Develop their own design criteria and use these to inform their ideas</p> <p>Research designs</p>					
Ideas	<p>Share and clarify ideas through discussion</p> <p>Model their ideas using prototypes and pattern pieces</p> <p>Use annotated sketches, cross-sectional drawings and diagrams</p> <p>Use computer-aided design</p>					
Make						
	<p>Select from and use a wider range of tools and equipment to perform practical tasks [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>					
Planning	<p>Select tools and equipment suitable for the task</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>Select materials and components suitable for the task</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities</p>					



Design and Technology Progression Map

	<p>Order the main stages of making</p> <p>Produce detailed lists of tools, equipment and materials that they need</p>
Practical Skills and Techniques	<p>Follow procedures for safety</p> <p>Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</p> <p>Measure, mark out, cut and shape materials and components with some accuracy</p> <p>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</p>
Evaluate	
	<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>
Own Ideas and Products	<p>Identify the strengths and weaknesses of their ideas and products</p> <p>Consider the views of others, including intended users, to improve their work</p>
Existing Products	<p>Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused</p>
Key Events/Individuals	<p>Identify great designers and their work and use research of designers to influence work</p>
Technical Knowledge	
	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Apply their understanding of computing to program, monitor and control their products</p>
Making Products Work	<p>Understand how levers and linkages or pneumatic systems create movement</p> <p>Know how to make strong, stiff shell structures</p> <p>Know that food ingredients can be fresh, pre-cooked and processed</p>
Cooking and Nutrition	
	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Where Food Comes From	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>Know that seasons may affect the food available</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking</p>



Design and Technology Progression Map

Food, Preparation, Cooking and Nutrition	How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate Know that to be active and healthy, food is needed to provide energy for the body Follow a recipe
Continuous	
Healthy eating Discussions about food British Food Fortnight Farm to Fork Revisit previous skills Construction kits	



Design and Technology Progression Map

Year 4/5						
	How is a Christmas stocking made?	<ul style="list-style-type: none"> Evaluating existing products Exploring simple stitches (Introduction for Art Y4/5 T2) Decorating fabric in different ways Design own stocking Create own stocking Evaluating products 	What goes into a real Italian pizza?	<ul style="list-style-type: none"> Evaluating different kinds of pizza Understand where the ingredients come from Baking dough Choosing toppings Making the pizza sauce Making the pizza Evaluating pizza 	What makes an alarm sound?	<ul style="list-style-type: none"> Looking at different kinds of alarms Making different switches and circuits (link to Science Y4/5 T3) Designing and planning own alarm systems Creating own alarm systems
Design						
	<p>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>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>					
Contexts, Uses and Purposes	<p>Gather information about the needs and wants of particular individuals and groups</p> <p>Develop their own design criteria and use these to inform their ideas</p> <p>Research designs</p>					
Ideas	<p>Share and clarify ideas through discussion</p> <p>Model their ideas using prototypes and pattern pieces</p> <p>Use annotated sketches, cross-sectional drawings and diagrams</p> <p>Use computer-aided design</p>					
Make						
	<p>Select from and use a wider range of tools and equipment to perform practical tasks [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>					
Planning	<p>Select tools and equipment suitable for the task</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>Select materials and components suitable for the task</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>Order the main stages of making</p>					



Design and Technology Progression Map

	Produce detailed lists of tools, equipment and materials that they need
Practical Skills and Techniques	<p>Follow procedures for safety</p> <p>Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p> <p>Measure, mark out, cut and shape materials and components with some accuracy</p> <p>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</p>
Evaluate	
	<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>
Own Ideas and Products	<p>Identify the strengths and weaknesses of their ideas and products</p> <p>Consider the views of others, including intended users, to improve their work</p>
Existing Products	Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused
Key Events/ Individuals	Identify great designers and their work and use research of designers to influence work
Technical Knowledge	
	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products</p>
Making Products Work	<p>Understand how simple electrical circuits and components can be used to create functional products</p> <p>Understand how to program a computer to control their products</p> <p>Know that a single fabric shape can be used to make a 3D textiles product</p> <p>Know that food ingredients can be fresh, pre-cooked and processed</p>
Cooking and Nutrition	
	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Where Food Comes From	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>Know that seasons may affect the food available</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking</p>



Design and Technology Progression Map

Food, Preparation, Cooking and Nutrition	How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate Know that to be active and healthy, food is needed to provide energy for the body Measure using grams Follow a recipe
Continuous	
Healthy eating Discussions about food British Food Fortnight Farm to Fork Revisit previous skills Construction kits	



Design and Technology Progression Map

Year 5						
	Which biscuits are the best?	<ul style="list-style-type: none"> Investigating preferences Understanding where ingredients come from The taste test The design The Bake-Off Evaluating 	What can I keep my money in?	<ul style="list-style-type: none"> Exploring the features of money containers Practising and refining sewing skills (link to art Y5T2) Testing designs Designing and planning Bringing design to life Evaluating 	How will my toy move?	<ul style="list-style-type: none"> Looking at cam mechanisms Investigating cam shapes Making sturdy structures Designing toys Making toys move Evaluating
Design						
	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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design					
Contexts, Uses and Purposes	Carry out research, using surveys, interviews, questionnaires and web-based resources Identify the needs, wants, preferences and values of particular individuals and groups Develop a simple design specification to guide their thinking Recognise when their products have to fulfil conflicting requirements					
Ideas	Generate innovative ideas, drawing on research Make design decisions, taking account of constraints such as time, resources and cost Develop prototypes					
Make						
	Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately 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					
Planning	Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making Produce detailed lists of tools, equipment and materials that they need					



Design and Technology Progression Map

Practical Skills and Techniques	<p>Accurately measure to nearest mm, mark out, cut and shape materials and components</p> <p>Accurately assemble, join and combine materials/components</p> <p>Accurately apply a range of finishing techniques, including those from art and design</p> <p>Use techniques that involve a number of steps</p> <p>Demonstrate resourcefulness, e.g. make refinements</p>
Evaluate	
	<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>
Own Ideas and Products	<p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>Compare their ideas and products to their original design specification</p>
Existing Products	Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are
Key Events/ Individuals	Identify great designers and their work and use research of designers to influence work
Technical Knowledge	
	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
Making Products Work	<p>Understand how cams, pulleys and gears create movement</p> <p>Know how to reinforce/strengthen a 3D framework</p> <p>Know that a 3D textiles product can be made from a combination of fabric shapes</p> <p>Know that a recipe can be adapted a by adding or substituting one or more ingredients</p>
Cooking and Nutrition	
	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Where Food Comes From	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>Know that seasons may affect the food available</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking</p>
Food, Preparation,	How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source



Design and Technology Progression Map

Cooking and Nutrition	How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Know that recipes can be adapted to change the appearance, taste, texture and aroma Know that different foods contain different substances - nutrients, water and fibre - that are needed for health Understand the need for correct storage Measure accurately Work out ratios in recipes
Continuous	
Healthy eating Discussions about food British Food Fortnight Farm to Fork Revisit previous skills Construction kits	



Design and Technology Progression Map

Year 6						
	What makes a healthy burger?	<ul style="list-style-type: none"> • Burger nutrition facts (links to Science- Y6T1) • Understand where ingredients come from • Making burger patties • Exploring burger sauces • Exploring burger buns • Design a burger • Make and evaluate a burger 	Which bridge is the strongest?	<ul style="list-style-type: none"> • Beam bridges • Truss bridges • Arch bridges • Suspension bridges • Bridge-building challenge • Evaluating bridges 	How do electrical products around us work?	<ul style="list-style-type: none"> • Embedded systems • Controlling crossings • Room systems • Programming products • Prototype models • What have we learned? (link to Science Y6T1)
Design						
	<p>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>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>					
Contexts, Uses and Purposes	<p>Carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>Identify the needs, wants, preferences and values of particular individuals and groups</p> <p>Develop a simple design specification to guide their thinking</p> <p>Recognise when their products have to fulfil conflicting requirements</p>					
Ideas	<p>Generate innovative ideas, drawing on research</p> <p>Make design decisions, taking account of constraints such as time, resources and cost</p> <p>Develop prototypes</p>					
Make						
	<p>Select from and use a wider range of tools and equipment to perform practical tasks [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>					
Planning	<p>Select tools and equipment suitable for the task</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>Select materials and components suitable for the task</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>Order the main stages of making</p>					



Design and Technology Progression Map

	Produce detailed lists of tools, equipment and materials that they need
Practical Skills and Techniques	<p>Accurately measure to nearest mm, mark out, cut and shape materials and components</p> <p>Accurately assemble, join and combine materials/components</p> <p>Accurately apply a range of finishing techniques, including those from art and design</p> <p>Use techniques that involve a number of steps</p> <p>Demonstrate resourcefulness, e.g. make refinements</p>
Evaluate	
	<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>
Own Ideas and Products	<p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>Compare their ideas and products to their original design specification</p>
Existing Products	Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are
Key Events/ Individuals	Identify great designers and their work and use research of designers to influence work
Technical Knowledge	
	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products</p>
Making Products Work	<p>Understand how more complex electrical circuits and components can be used to create functional products</p> <p>Understand how to program a computer to monitor changes in the environment / control their products</p> <p>Know how to reinforce/strengthen a 3D framework</p> <p>Know that a recipe can be adapted a by adding or substituting one or more ingredients</p>
Cooking and Nutrition	
	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Where Food Comes From	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>Know that seasons may affect the food available</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking</p>



Design and Technology Progression Map

Food, Preparation, Cooking and Nutrition	How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Know that recipes can be adapted to change the appearance, taste, texture and aroma Know that different foods contain different substances - nutrients, water and fibre - that are needed for health Understand the need for correct storage Measure accurately Work out ratios in recipes
Continuous	
Healthy eating Discussions about food British Food Fortnight Farm to Fork Revisit previous skills Construction kits	