



Design and Technology

Progression of Knowledge and Skills

Coulsdon Church of England Primary School

Curriculum overview

At Coulsdon Church of England Primary School, Design and Technology is taught through a carefully sequenced and coherently planned curriculum that enables pupils to know more, remember more and do more as they progress from EYFS to Year 6. The curriculum develops pupils' designing, making and evaluating skills, alongside secure technical knowledge, allowing them to solve real and relevant problems for a range of users.

The Design and Technology curriculum is organised around the key areas of structures, mechanisms, textiles, and cooking and nutrition. These areas are revisited and built upon over time, ensuring pupils deepen their understanding, apply prior learning and develop increasing independence and precision in their work.

Clear and specific statements of knowledge and skills support consistency in teaching and learning. This clarity enables leaders and teachers to check pupils' understanding over time and supports transparent communication with parents and carers about what pupils learn and how understanding develops.

EYFS

In the Early Years Foundation Stage, Design and Technology learning is embedded within Expressive Arts and Design and Physical Development. Children explore



materials, tools and techniques through purposeful play and adult-guided activities. They design and make simple products, talk about what they are doing and begin to reflect on their choices.

These early experiences develop fine motor skills, creativity, problem-solving and resilience, providing strong foundations for later learning in Key Stage 1.

Key Stage 1

In Key Stage 1, pupils develop a secure understanding of basic structures, mechanisms and food preparation. They generate ideas, plan simple designs and select appropriate tools and materials. Pupils learn to use tools safely and accurately and to evaluate their products against clear design criteria.

Cooking and nutrition learning introduces pupils to food sources and healthy eating, alongside safe and hygienic practices.

Lower Key Stage 2

In Lower Key Stage 2, pupils build on prior learning by working with more complex structures, mechanisms and textiles. They use a wider range of tools and techniques with increasing precision and make informed choices about materials and construction methods.

Pupils evaluate their products thoughtfully, identifying strengths and areas for improvement, and begin to justify decisions using appropriate technical vocabulary.

Upper Key Stage 2



In Upper Key Stage 2, pupils apply accumulated knowledge and skills to increasingly complex design challenges. They follow an iterative design process, researching, designing, making, testing and refining products for specific users and purposes.

Pupils consider functionality, safety and sustainability and evaluate outcomes critically, using precise technical language. Where appropriate, digital tools are used to support the design process.

What pupils remember by the end of each phase

End of EYFS

Pupils remember:

- that designing comes before making
- that tools and materials have specific purposes
- how to join, shape and combine materials to create a simple product
- how to talk about what they have made and suggest simple improvements

End of Key Stage 1

Pupils remember:

- how to generate ideas and plan simple designs
- how to select and use tools and materials safely
- key vocabulary linked to structures, mechanisms and food
- that products can be evaluated and improved

End of Lower Key Stage 2

Pupils remember:



- how to adapt and refine designs
- why particular materials and techniques are chosen
- how to evaluate products against clear criteria
- how to explain decisions using technical vocabulary

End of Upper Key Stage 2

Pupils remember:

- how to independently follow an iterative design process
- how design decisions affect outcomes
- how to evaluate products critically and suggest precise improvements
- how their Design and Technology knowledge and skills have progressed over time

Safety and evaluation

Across all phases, pupils are taught to work safely and hygienically, particularly when using tools and preparing food. Evaluation is embedded throughout the design process, enabling pupils to reflect on learning, recall prior knowledge and improve outcomes.

National Curriculum alignment

The Design and Technology curriculum at Coulsdon Church of England Primary School fully meets the statutory requirements of the National Curriculum. It ensures pupils develop the technical knowledge, practical skills and evaluative thinking needed to design and make high-quality products and prepares them effectively for the next stage of their education.

Teachers use professional judgement when delivering Design and Technology, adapting learning to meet the needs of pupils and reflecting the context of the school community.