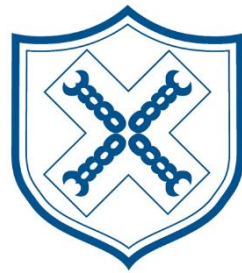


# **St. Leonard's C of E (A) Primary School**

*Design and Technology Progression Document Years 1-6*  
*Skills and Knowledge*



This plan has been created to support the Pathways from the Design and Technology Association

February 2026

|                                                                                         | Across KS1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Lower KS2                                                                                                                                                                            | Upper KS2                                                                                                                                                                                                                                                                                  | Across KS2                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>PDA - DESIGNING</b><br><br>Understanding contexts, users and purposes                | <p>PDA 1 - work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</p> <p>PDA 2 - state what products they are designing and making</p> <p>PDA 3 - say whether their products are for themselves or other users</p> <p>PDA 4 - describe what their products are for</p> <p>PDA 5 - say how their products will work</p> <p>PDA 6 - say how they will make their products suitable for their intended users</p> <p>PDA 7 - use simple design criteria to help develop their ideas</p> | <p>PDA 8 - gather information about the needs and wants of particular individuals and groups</p> <p>PDA 9 - develop their own design criteria and use these to inform their idea</p> | <p>PDA 10 - carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>PDA 11 - identify the needs, wants, preferences and values of particular individuals and groups</p> <p>PDA 12 - develop a simple design specification to guide their thinking</p> | <p>PDA13 - work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</p> <p>PDA 14 - describe the purpose of their products</p> <p>PDA 15 - indicate the design features of their products that will appeal to intended users</p> <p>PDA 16 - explain how particular parts of their products work</p> |
| <b>PDB - DESIGNING</b><br><br>Generating, developing, modelling and communicating ideas | <p>PDB 1 - generate ideas by drawing on their own experiences</p> <p>PDB 2 - use knowledge of existing products to help come up with ideas</p> <p>PDB 3 - develop and communicate ideas by talking and drawing</p> <p>PDB 4 - model ideas by exploring materials, components and construction kits and by making templates and mockups</p> <p>PDB 5 - use information and communication technology, where appropriate, to develop and communicate their ideas</p>                                                                                                                                 | <p>PDB 6 - generate realistic ideas, focusing on the needs of the user</p> <p>PDB 7 - make design decisions that take account of the availability of resources</p>                   | <p>PDB 8 - generate innovative ideas, drawing on research</p> <p>PDB 9 - make design decisions, taking account of constraints such as time, resources and cost</p>                                                                                                                         | <p>PDB 10 - share and clarify ideas through discussion</p> <p>PDB 11 - model their ideas using prototypes and pattern pieces</p> <p>PDB 12 - use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p>PDB 13 - use computer-aided design to develop and communicate their ideas</p>                                     |

|                                                            | Across KS1                                                                                                                                                                                                                                                                                                                                                                                                                        | Lower KS2                                                                                                                                                                                                                                                                                | Upper KS2                                                                                                                                                                                                                                                                                                                                                                                                   | Across KS2                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>PMA - MAKING</b><br><br>Planning                        | PMA 1 - plan by suggesting what to do next<br><br>PMA 2 - select from a range of tools and equipment, explaining their choices<br><br>PMA 3 - select from a range of materials and components according to their characteristics                                                                                                                                                                                                  | PMA 4 - order the main stages of making                                                                                                                                                                                                                                                  | PMA 5 - produce appropriate lists of tools, equipment and materials that they need<br><br>PMA 6 - formulate step-by-step plans as a guide to making                                                                                                                                                                                                                                                         | PMA 7 - select tools and equipment suitable for the task<br><br>PMA 8 - explain their choice of tools and equipment in relation to the skills and techniques they will be using<br><br>PMA 9 - select materials and components suitable for the task<br><br>PMA 10 - explain their choice of materials and components according to functional properties and aesthetic qualities |
| <b>PMB - MAKING</b><br><br>Practical skills and techniques | PMB 1 - follow procedures for safety and hygiene<br><br>PMB 2 - use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components<br><br>PMB 3 - measure, mark out, cut and shape materials and components<br><br>PMB 4 - assemble, join and combine materials and components<br><br>PMB 5 - use finishing techniques, including those from art and design | PMB 6 - measure, mark out, cut and shape materials and components with some accuracy<br><br>PMB 7 - assemble, join and combine materials and components with some accuracy<br><br>PMB 8 - apply a range of finishing techniques, including those from art and design, with some accuracy | PMB 9 - accurately measure, mark out, cut and shape materials and components<br><br>PMB 10 - accurately assemble, join and combine materials and components<br><br>PMB 11 - accurately apply a range of finishing techniques, including those from art and design<br><br>PMB 12 - use techniques that involve a number of steps<br><br>PMB 13 - demonstrate resourcefulness when tackling practical problem | PMB 14 - follow procedures for safety and hygiene<br><br>PMB 15 - use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components                                                                                                                                 |

|                                                           | Across KS1                                                                                                                                                                                                                                                                                             | Lower KS2                                                                                                                                                                                            | Upper KS2                                                                                                                                                                                                                     | Across KS2                                                                                                                                                                                                                                                                                                                                    |
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| <b>PEA - EVALUATING</b><br><br>Own ideas and products     | PEA 1 - talk about their design ideas and what they are making<br>PEA 2- make simple judgements about their products and ideas against design criteria<br>PEA 3 - suggest how their products could be improved                                                                                         | PEA 4 - refer to their design criteria as they design and make<br>PEA 5 - use their design criteria to evaluate their completed products                                                             | PEA 6 - critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make<br>PEA 7 - evaluate their ideas and products against their original design specification | PEA 8 - identify the strengths and areas for development in their ideas and products<br>PEA 9 - consider the views of others, including intended users, to improve their work                                                                                                                                                                 |
| <b>PEB - EVALUATING</b><br><br>Existing products          | PEB 1 - what products are<br>PEB 2 - who products are for<br>PEB 3 - what products are for<br>PEB 4 - how products work<br>PEB 5 - how products are used<br>PEB 6 - where products might be used<br>PEB 7 - what materials products are made from<br>PEB 8 - what they like and dislike about products | PEB 9 - who designed and made the products<br>PEB 10 - where products were designed and made<br>PEB 11 - when products were designed and made<br>PEB 12 - whether products can be recycled or reused | PEB 13 - how much products cost to make<br>PEB 14 - how innovative products are<br>PEB 15 - how sustainable the materials in products are<br>PEB 16 - what impact products have beyond their intended purpose                 | PEB 17 - how well products have been designed<br>PEB 18 - how well products have been made<br>PEB 19 - why materials have been chosen<br>PEB 20 - what methods of construction have been used<br>PEB 21 - how well products work<br>PEB 22 - how well products achieve their purposes<br>PEB 23 - how well products meet user needs and wants |
| <b>PEC - EVALUATING</b><br><br>Key events and individuals |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                      |                                                                                                                                                                                                                               | PEC 1- about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products                                                                                                                                                                                                                             |

|                           | Across KS1                                                                                  | Lower KS2                                                                                       | Upper KS2                                                                                              | Across KS2                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| PTK - TECHNICAL KNOWLEDGE | PTK 1 - about the simple working characteristics of materials and components                | PTK 7 - how mechanical systems such as levers and linkages or pneumatic systems create movement | PTK 13 - how mechanical systems such as cams or pulleys or gears create movement                       | PTK 19 - how to use learning from science to help design and make products that work     |
| Making products work      | PTK 2 - about the movement of simple mechanisms such as levers, sliders, wheels and axles   | PTK 8 - how simple electrical circuits and components can be used to create functional products | PTK 14 - how more complex electrical circuits and components can be used to create functional products | PTK 20 - how to use learning from mathematics to help design and make products that work |
|                           | PTK 3 - how freestanding structures can be made stronger, stiffer and more stable           | PTK 9 - how to program a computer to control their products                                     | PTK 15 - how to program a computer to monitor changes in the environment and control their products    | PTK 21 - that materials have both functional properties and aesthetic qualities          |
|                           | PTK 4 - that a 3-D textiles product can be assembled from two identical fabric shapes       | PTK 10 - how to make strong, stiff shell structures                                             | PTK 16 - how to reinforce and strengthen a 3D framework                                                | PTK 22 - that materials can be combined and mixed to create more useful characteristics  |
|                           | PTK 5 - that food ingredients should be combined according to their sensory characteristics | PTK 11 - that a single fabric shape can be used to make a 3D textiles product                   | PTK 17 - that a 3D textiles product can be made from a combination of fabric shapes                    | PTK 23 - that mechanical and electrical systems have an input, process and output        |
|                           | PTK 6 - the correct technical vocabulary for the projects they are undertaking              | PTK 12 - that food ingredients can be fresh, pre-cooked and processed                           | PTK 18 - that a recipe can be adapted by adding or substituting one or more ingredients                | PTK 24 - the correct technical vocabulary for the projects they are undertaking          |

|                                                                                    | Across KS1                                                                                                                                                                                                                                                                                                                                                          | Lower KS2                                                                                                                                                                                                                                       | Upper KS2                                                                                                                                                                                                                           | Across KS2                                                                                                                                                                                                                                                                                             |
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| <p>PCNA - COOKING AND NUTRITION</p> <p>Where food comes from</p>                   | <p>PCNA 1 - that all food comes from plants or animals</p> <p>PCNA 2 - that food has to be farmed, grown elsewhere (e.g. home) or caught</p>                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                 | <p>PCNA 3 - that seasons may affect the food available</p> <p>PCNA 4 - how food is processed into ingredients that can be eaten or used in cooking</p>                                                                              | <p>PCNA 5 - 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>PCNB - COOKING AND NUTRITION</p> <p>Food preparation, cooking and nutrition</p> | <p>PCNB 1 - how to name and sort foods into the five groups in the Eatwell Guide</p> <p>PCNB 2 - that everyone should eat at least five portions of fruit and vegetables every day</p> <p>PCNB 3 - how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>PCNB 4 - how to use techniques such as cutting, peeling and grating</p> | <p>PCNB 5 - that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Guide</p> <p>PCNB 6 - that to be active and healthy, food and drink are needed to provide energy for the body</p> | <p>PCNB 7 - that recipes can be adapted to change the appearance, taste, texture and aroma</p> <p>PCNB 8 - that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p> | <p>PCNB 9 - how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>PCNB 10 - how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> |