

National Curriculum Programme of Study for Design & Technology

Extracted from 'Design and technology programmes of study: key stage 3

National curriculum in England', September 2013

Amended to include reference numbers in place of the bullet points, for ease of referencing.

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

1 Design

- a design purposeful, functional, appealing products for themselves and other users based on design criteria
- b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

2 Make

- a select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

3 Evaluate

- a explore and evaluate a range of existing products
- b evaluate their ideas and products against design criteria

4 Technical knowledge

- a build structures, exploring how they can be made stronger, stiffer and more stable
- b explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

1 Design

- a 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
- b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

2 Make

- a select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- b 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

3 Evaluate

- a investigate and analyse a range of existing products
- b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- c understand how key events and individuals in design and technology have helped shape the world

4 Technical knowledge

- a apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- b understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- c understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- d apply their understanding of computing to programme, monitor and control their products.

Key stage 3

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

When designing and making, pupils should be taught to:

1 Design

- a use research and exploration, such as the study of different cultures, to identify and understand user needs
- b identify and solve their own design problems and understand how to reformulate problems given to them
- c develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- d use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses
- e develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

2 Make

- a select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- b select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

3 Evaluate

- a analyse the work of past and present professionals and others to develop and broaden their understanding
- b investigate new and emerging technologies
- c test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- d understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

4 Technical knowledge

- a understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- b understand how more advanced mechanical systems used in their products enable changes in movement and force
- c understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]
- d apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

1 Key stage 1

- a use the basic principles of a healthy and varied diet to prepare dishes
- b understand where food comes from.

2 Key stage 2

- a understand and apply the principles of a healthy and varied diet
- b prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- c understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

3 Key stage 3

- a understand and apply the principles of nutrition and health
- b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- d understand the source, seasonality and characteristics of a broad range of ingredients.