

# Headcorn Primary School Geography Progression Map

	KS1	LKS2	UKS2
Locational Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name and locate the world's seven continents and five oceans;</li> <li>b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</li> </ul>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</li> <li>b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</li> <li>c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul>	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</li> <li>c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</li> </ul>

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Place Knowledge	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a compare the UK with a contrasting country in the world;</li> <li>b compare a local city/town in the UK with a contrasting city/town in a different country;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</li> </ul>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</li> <li>b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</li> <li>c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</li> <li>d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</li> </ul>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li> <li>b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</li> </ul>
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# Headcorn Primary School Geography Progression Map

<b>Human and Physical Geography</b>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> <li>b use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</li> <li>b human geography, including: types of settlement and land use;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</li> </ul>	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</li> <li>b human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</li> </ul>
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# Headcorn Primary School Geography Progression Map

<b>Geographical Skills and Fieldwork</b>	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</li> <li>b use simple compass directions and locational and directional to describe the location of features and routes on a map;</li> <li>c devise a simple map; and use and construct basic symbols in a key;</li> <li>d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</li> </ul>	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</li> </ul>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li>b use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li>c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p>	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a sequence artefacts and events that are close together in time;</li> <li>b order dates from earliest to latest on simple timelines;</li> <li>c sequence pictures from different periods;</li> <li>d describe memories and changes that have happened in their own lives;</li> <li>e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>b accurately use dates and terms to describe historical events;</li> <li>c understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Events, People and Changes in the Past</p>	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise some similarities and differences between the past and the present;</li> <li>b identify similarities and differences between ways of life in different periods;</li> <li>c know and recount episodes from stories and significant events in history;</li> <li>d understand that there are reasons why people in the past acted as they did;</li> <li>e describe significant individuals from the past.</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a note key changes over a period of time and be able to give reasons for those changes;</li> <li>b find out about the everyday lives of people in time studied compared with our life today;</li> <li>c explain how people and events in the past have influenced life today;</li> <li>d identify key features, aspects and events of the time studied;</li> <li>e describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>c examine causes and results of great events and the impact these had on people;</li> <li>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>

# Headcorn Primary School History Progression Map

<b>Presenting, Organising and Communicating</b>	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li><b>b</b> talk, write and draw about things from the past;</li> <li><b>c</b> use historical vocabulary to retell simple stories about the past;</li> <li><b>d</b> use drama/role play to communicate their knowledge about the past.</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li><b>b</b> present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li><b>c</b> start to present ideas based on their own research about a studied period.</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li><b>b</b> present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li><b>c</b> plan and present a self-directed project or research about the studied period.</li> </ul>
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# Headcorn Primary School History Progression Map

M a k e	<p><b>KS1 Design and Technology National Curriculum</b></p> <p>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 making.</p> <p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> <li>a with support, follow a simple plan or recipe;</li> <li>b begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</li> <li>c select from a range of materials, textiles and components according to their characteristics;</li> </ul> <p>Practical skills and techniques</p> <ul style="list-style-type: none"> <li>d learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>e use a range of materials and components, including textiles and food ingredients;</li> <li>f with help, measure and mark out;</li> <li>g cut, shape and score materials with some accuracy;</li> <li>h assemble, join and combine materials, components or ingredients;</li> <li>i demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>j manipulate fabrics in simple ways to create the desired effect;</li> <li>k use a basic running stitch;</li> <li>l cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</li> <li>m begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</li> </ul>	<p><b>KS2 Design and Technology National Curriculum</b></p> <p>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 making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>They 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> <p>Children can:</p> <p>Plan</p> <ul style="list-style-type: none"> <li>a with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</li> <li>b select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>c place the main stages of making in a systematic order;</li> </ul> <p>Practical skills and techniques</p> <ul style="list-style-type: none"> <li>d learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</li> <li>e use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</li> <li>f with growing independence, measure and mark out to the nearest cm and millimetre;</li> <li>g cut, shape and score materials with some degree of accuracy;</li> <li>h assemble, join and combine material and components with some degree of accuracy;</li> <li>i demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product;</li> <li>j join textiles with an appropriate sewing technique;</li> <li>k begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as</li> </ul>	<p><b>KS2 Design and Technology National Curriculum</b></p> <p>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 making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>They 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> <p>Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> <li>a independently plan by suggesting what to do next;</li> <li>b with growing confidence, select from a wide range of tools and equipment, explaining their choices;</li> <li>c select from a range of materials and components according to their functional properties and aesthetic qualities;</li> <li>d create step-by-step plans as a guide to making;</li> </ul> <p>Practical skills and techniques</p> <ul style="list-style-type: none"> <li>e learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</li> <li>f independently take exact measurements and mark out, to within 1 millimetre;</li> <li>g use a full range of materials and components, including construction materials and kits, textiles, and mechanical components;</li> <li>h cut a range of materials with precision and accuracy;</li> <li>i shape and score materials with precision and accuracy;</li> <li>j assemble, join and combine materials and components with accuracy;</li> <li>k demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;</li> <li>l join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch;</li> </ul>
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		<p>hemming, tie-dye, fabric paints and digital graphics.</p>	<p>m refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p>
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# Headcorn Primary School History Progression Map

Evaluate	<p><b>KS1 Design and Technology National Curriculum</b></p> <p>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.</p> <p>Children explore and evaluate a range of existing products.</p> <p>They evaluate their ideas and products against design criteria.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</li> <li><b>b</b> explain positives and things to improve for existing products;</li> <li><b>c</b> explore what materials products are made from;</li> <li><b>d</b> talk about their design ideas and what they are making;</li> <li><b>e</b> as they work, start to identify strengths and possible changes they might make to refine their existing design;</li> <li><b>f</b> evaluate their products and ideas against their simple design criteria;</li> <li><b>g</b> start to understand that the iterative process sometimes involves repeating different stages of the process.</li> </ul>	<p><b>KS2 Design and Technology National Curriculum</b></p> <p>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.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</li> <li><b>b</b> explore what materials/ingredients products are made from and suggest reasons for this;</li> <li><b>c</b> consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;</li> <li><b>d</b> evaluate their product against their original design criteria;</li> <li><b>e</b> evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</li> </ul>	<p><b>KS2 Design and Technology National Curriculum</b></p> <p>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.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> complete detailed competitor analysis of other products on the market;</li> <li><b>b</b> critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make;</li> <li><b>c</b> evaluate their ideas and products against the original design criteria, making changes as needed.</li> </ul>
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# Headcorn Primary School History Progression Map

<b>Technical Knowledge</b>	<p><b>KS1 Design and Technology National Curriculum</b></p> <p>Children build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> build simple structures, exploring how they can be made stronger, stiffer and more stable;</li> <li><b>b</b> talk about and start to understand the simple working characteristics of materials and components;</li> <li><b>c</b> explore and create products using mechanisms, such as levers, sliders and wheels.</li> </ul>	<p><b>KS2 Design and Technology National Curriculum</b></p> <p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>They apply their understanding of computing to program, monitor and control their products.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> understand that materials have both functional properties and aesthetic qualities;</li> <li><b>b</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li> <li><b>c</b> understand and demonstrate how mechanical and electrical systems have an input and output process;</li> <li><b>d</b> make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</li> <li><b>e</b> explain how mechanical systems such as levers and linkages create movement;</li> <li><b>f</b> use mechanical systems in their products.</li> </ul>	<p><b>KS2 Design and Technology National Curriculum</b></p> <p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>They apply their understanding of computing to program, monitor and control their products.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li> <li><b>b</b> understand and demonstrate that mechanical and electrical systems have an input, process and output;</li> <li><b>c</b> explain how mechanical systems, such as cams, create movement and use mechanical systems in their products;</li> <li><b>d</b> apply their understanding of computing to program, monitor and control a product.</li> </ul>
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# Headcorn Primary School Design and Technology Progression Map

## KS1 Design and Technology National Curriculum

Children use the basic principles of a healthy and varied diet to prepare dishes.

They understand where food comes from.

Children can:

- a explain where in the world different foods originate from;
- b understand that all food comes from plants or animals;
- c understand that food has to be farmed, grown elsewhere (e.g. home) or caught;
- d name and sort foods into the five groups in the Eatwell Guide;
- e understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;
- f use what they know about the Eatwell Guide to design and prepare dishes.

## KS2 Design and Technology National Curriculum

Children understand and apply the principles of a healthy and varied diet.

They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Children can:

- a start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;
- b understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;
- c with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;
- d use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;
- e explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;
- f understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;
- g prepare ingredients using appropriate cooking utensils;
- h measure and weigh ingredients to the nearest gram and millilitre;
- i start to independently follow a recipe;
- j start to understand seasonality.

## KS2 Design and Technology National Curriculum

Children understand and apply the principles of a healthy and varied diet.

They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Children can:

- a know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;
- b understand about seasonality, how this may affect the food availability and plan recipes according to seasonality;
- c understand that food is processed into ingredients that can be eaten or used in cooking;
- d demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source;
- e demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;
- f explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes;
- g adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;
- h alter methods, cooking times and/or temperatures;
- i measure accurately and calculate ratios of ingredients to scale up or down from a recipe;
- j independently follow a recipe.