

Meadow Park: Sequence of Learning Overview 2025-2026					
Subject- Design technology					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS2					
PMB 9 – accurately measure, mark out, cut and shape materials and components	PEA 1 – talk about their design ideas and what they are making	PMB 10 - accurately assemble, join and combine materials and components	PDB 13 - use computer-aided design to develop and communicate their ideas	PEB 18 - how well products have been made	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
PDB 11 – model their ideas using prototypes and pattern pieces	PMA5 - produce appropriate lists of tools, equipment and materials that they need	PEA 8 – identify the strengths and areas for development in their ideas and products	PDB 9- make design decisions, taking account constraints such as time , resources and cost	PMB13 - demonstrate resourcefulness when tackling practical problems	PTK 20 - how to use learning from mathematics to help design and make products that work
Year 7					
DA 9 - take creative risks when making design decisions	DB 9 - develop and communicate design ideas using annotated sketches	MB 9 - use a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products precisely	MB 11 - apply a range of finishing techniques, including those from art and design, to a broad range of materials including textiles, metals, polymers and woods	EA 2 - actively involve others in the testing of their products	TK 15 - how to construct and use simple gear trains to drive mechanical systems from a high revving motor
TK 1 - how to classify materials by structure e.g. hard woods, soft woods, ferrous and nonferrous, thermoplastic and thermosetting plastics	MB 7 - follow procedures for safety and hygiene and understand the process of risk assessment	MA 1 - produce ordered sequences and schedules for manufacturing products they design, detailing resources required		EB 1 - products through disassembly to determine how they are constructed and function	
MB 1 - make use of specialist equipment to mark out materials	DA 1 - develop detailed design specifications to guide their thinking	TK 17 - use learning from mathematics to help design and make products that work	TK 20 - understand how more advanced mechanical systems used in their products enable changes in movement and force	DB 6 - combine ideas from a variety of sources	EA 1 - evaluate their products against their original specification and identify ways of improving them
EB 2 - the positive and negative impact that products can have in the wider world	TK 2 - about the physical properties of materials e.g. grain, brittleness, flexibility, elasticity, malleability and thermal				
Year 8					
DA 9 - take creative risks when making design decisions	DA 1 - develop detailed design specifications to guide their thinking	MB 9 - use a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products precisely	MB 11 - apply a range of finishing techniques, including those from art and design, to a broad range of	EA 4 - produce short reports, making suggestions for improvements	TK 15 - how to construct and use simple and compound gear trains to drive mechanical systems from a high revving motor

TK 1 - how to classify materials by structure e.g. hard woods, soft woods, ferrous and nonferrous, thermoplastic and thermosetting plastics	MB 7 - follow procedures for safety and hygiene and understand the process of risk assessment	MB 5 - adapt their methods of manufacture to changing circumstances	materials including textiles, metals, polymers and woods	EB 1 - products through disassembly to determine how they are constructed and function	
MB 1 - make use of specialist equipment to mark out materials	DA 4 - develop design specifications that include a wider range of requirements such as environmental, aesthetic, cost, maintenance, quality and safety	MA 3 - create production schedules that inform their own and others' roles in the manufacturing of products they design	TK 20 - understand how more advanced mechanical systems used in their products enable changes in movement and force	DB 7 - use a variety of approaches, for example biomimicry and user-centred design, to generate creative ideas and avoid stereotypical responses	EA 5 - test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
EB 2 - the positive and negative impact that products can have in the wider world	TK 2 - about the physical properties of materials e.g. grain, brittleness, flexibility, elasticity, malleability and thermal	TK 17 - use learning from mathematics to help design and make products that work			

Year 9

DA 9 - take creative risks when making design decisions	DB 9 - develop and communicate design ideas using annotated sketches	MB 9 - use a broad range of manufacturing techniques including handcraft skills and machinery to	MB 11 - apply a range of finishing techniques, including those from art and design, to a broad range of materials including textiles, metals, polymers and woods	EA 4 - produce short reports, making suggestions for improvements	TK 15 - how to construct and use simple and compound gear trains to drive mechanical systems from a high revving motor
TK 8 - how to make adjustments to the settings of equipment and machinery such as drilling machines		MB 6 - recognise when it is necessary to develop a new skill or technique		EB 3 - products that they are less familiar with using themselves	
EB 5 - how products can be developed considering the concept of ‘cradle to grave’	MB 7 - follow procedures for safety and hygiene and understand the process of risk assessment	MA 4 - make simple use of planning tools, for instance Gant charts	TK 20 - understand how more advanced mechanical systems used in their products enable changes in movement and force	DB 7 - use a variety of approaches, for example biomimicry and user-centred design, to generate creative ideas and avoid stereotypical responses	EA 3 - select appropriate methods to evaluate their products in use and modify them to improve performance
MB 1 - make use of specialist equipment to mark out materials		TK 17 - use learning from mathematics to help design and make products that work			

Year 10

<div>C2</div> <div>Learning outcome A</div> <div>Be able to understand hazards and risk for safe production of a practical production outcome</div> <div>A1</div> <div>Risk Assessments</div>	<div>C2</div> <div>Learning outcome A</div> <div>Be able to understand hazards and risk for safe production of a practical production outcome</div> <div>A2</div> <div>Measuring , marking and setting out</div>	<div>C2</div> <div>Learning outcome B</div> <div>Be able to produce a practical construction outcome</div> <div>B1</div> <div>Jointing and incorporation of materials</div>	<div>C2</div> <div>Learning outcome B</div> <div>Be able to produce a practical construction outcome</div> <div>B2</div> <div>Accuracy in construction</div>	<div>C3</div> <div>Learning outcome A</div> <div>Understand the needs of a client and the constraints on design when designing a low-rise building</div> <div>A1</div> <div>Clients needs</div> <div>C3</div>	<div>C3</div> <div>Learning outcome A</div> <div>Understand the needs of a client and the constraints on design when designing a low-rise building</div> <div>A2</div> <div>Constraints on design</div>
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KS3	
	Designing
	Making (MA) - Planning
	Making (MB) -Practical
	Evaluate
	Technical Knowledge

KS4	
C1	Construction Technology
C2	Construction in Practice
C3	Construction and design