

Design Technology

Extended Curriculum Overview 2026-27

At Cleaswell Hill, chronological age determines the Design Technology experiences pupils encounter. Individual starting points determine the level of cognitive demand, communication, support, specialist approaches and independence through which pupils access those experiences. Design Technology makes an important contribution to our wider STEM curriculum, bringing together science, technology, engineering and mathematics through practical design, investigation and problem-solving. This approach enables Extended Pathway pupils to encounter the same broad curriculum offer while accessing it through carefully tailored, developmentally appropriate methods that secure meaningful progress for every learner.

Intent

Our Design Technology curriculum is ambitious, practical and age-respectful. Pupils learn to design and make purposeful products by investigating needs, communicating ideas, selecting and using tools and materials, making, testing and improving. The curriculum develops creativity, problem-solving, technical knowledge, communication, safe working and independence.

All pupils encounter a broad range of Design Technology experiences. Adaptation is used to remove barriers and enable pupils to work from their individual starting points without reducing the ambition or subject identity of the curriculum.

Implementation

A three-year thematic spine sets out the age-related experiences taught from Key Stage 1 to Key Stage 4. Across these themes, pupils repeatedly develop the four core areas of Design Technology: Design, Make, Evaluate and Technical Knowledge.

Skills are built cumulatively. Pupils may begin by exploring materials, responding to cause and effect and making purposeful choices, before moving towards planning, selecting tools and materials, working with increasing accuracy, explaining decisions, testing against criteria and independently refining solutions. Teachers revisit prior learning and teach the technical vocabulary, practical knowledge and design thinking needed for each project.

Impact

Pupils know more, can do more and become increasingly independent from their individual starting points. They use prior learning in new projects, make purposeful choices, use tools and materials more safely and accurately, communicate design decisions, solve practical problems and evaluate what they have made. Where relevant, pupils apply these skills in Preparation for Adulthood, vocational and community contexts.

What pupils learn

The curriculum separates the technical knowledge pupils acquire from the design practices they use. This keeps the focus on what pupils are learning, not simply the product or activity they complete.

Technical knowledge - what pupils know	Design practice - what pupils learn to do
Mechanisms: sliders, levers, wheels and axles, linkages, pneumatics, cams, pulleys and gears.	Generate, model and communicate ideas through talk, drawing, templates, prototypes, plans and CAD.
Structures: strength, stiffness, stability, shell and frame structures.	Understand users, purposes and existing products.
Electrical and digital systems: simple circuits and switches, programming, control and programmable applications.	Select tools, equipment, materials and processes; make safely and with increasing accuracy and independence.

Materials and textiles: characteristics and properties, joining, 2D to 3D construction, combining fabric shapes and CAD.

Test, evaluate and improve products against purpose, design criteria or a specification, including feedback from users; explain choices and transfer prior learning to increasingly complex contexts.

Age-related curriculum experiences: three-year thematic spine

The three-year spine sets the experiences pupils encounter by chronological age. Within each theme, pupils work at the appropriate point on the cognitive progression above, so that the context remains age-respectful while knowledge, skill and independence are built from individual starting points.

Stage 1 – Themes and experiences aligned with the Key Stage 1 curriculum			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Freestanding structures	Textiles	Mechanisms: wheels and axles
Spring	Mechanisms: sliders and levers	Freestanding structures	Textiles
Summer	Mechanisms: wheels and axles	Mechanisms: sliders and levers	Freestanding structures

Stage 2 – Themes and experiences aligned with the Key Stage 2 curriculum			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Electrical: simple circuits and switches	Shell structures	Mechanisms: levers and linkages
Spring	Mechanisms: levers and linkages	Shell structures - CAD	Mechanisms: pneumatics
Summer	Mechanisms: pneumatics	Electrical: simple circuits and switches	Shell structures

Stage 3 – Themes and experiences aligned with the Key Stage 3 curriculum			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Electrical: simple circuits and switches	Shell structures	Mechanisms: levers and linkages
Spring	Mechanisms: levers and linkages	Shell structures - CAD	Mechanisms: pneumatics
Summer	Mechanisms: pneumatics	Electrical: simple circuits and switches	Shell structures

Stage 4 – Themes and experiences aligned with the Key Stage 4 curriculum			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Mechanisms: cams	Textiles - CAD	Textiles: combining different fabric shapes
Spring	Mechanisms: pulleys or gears	Mechanisms: cams	Textiles - CAD
Summer	Textiles: combining different fabric shapes	Mechanisms: pulleys or gears	Mechanisms: cams

Cognitive progression: building DT skills from individual starting points

Progression is not tied to chronological age or a fixed pathway. It shows how the same Design Technology skills can build from a pupil's individual starting point. A pupil may be at different points in different aspects of Design Technology, and teaching should move learning forward through reduced prompting, greater precision, deeper understanding and increased independence.

Design - Progression moves from purposeful exploration and communication towards research-informed, user-centred design and justified decision-making.						
Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Design, justify & generalise	Assessment Framework anchor(s)
User, purpose & context	Explore familiar products and respond to what they do, who uses them or where they are used.	Choose between simple purposes or users; indicate a preference for a feature, material or outcome.	Communicate what is being made, who it is for and what it should do; use simple design criteria with support.	Gather simple information about users; identify needs and wants; develop and use design criteria to guide decisions.	Research users and contexts; balance function, appearance, resources and constraints; develop a clear specification and reformulate problems when needed.	Prerequisite: - Shows awareness of the purpose of familiar objects and tools - Plans what they want to create KS1: Can design purposeful, functional, appealing products for themselves and other users based on design criteria. KS2: Can 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.
Generate ideas	Explore materials, components and existing products; imitate or respond to a simple model or example.	Choose and combine familiar ideas; make a purposeful choice between alternatives.	Generate an idea from personal experience or an existing product; talk, draw or model what could be made.	Generate realistic ideas from user needs; compare options and modify ideas in response to feedback or available resources.	Generate innovative ideas from research; combine sources, take creative risks and select ideas against competing criteria.	Prerequisite: Plans what they want to create KS1: Can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

						KS2: Can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Communicate & model ideas	Use objects, photographs, gestures, symbols or supported mark-making to show an idea or preference.	Arrange parts, choose pictures/symbols or make a simple representation of what is intended.	Use talking, drawing, templates, mock-ups or appropriate digital tools to communicate an idea.	Use annotated sketches, prototypes, pattern pieces, cross-sectional/exploded drawings or CAD to develop an idea.	Use detailed plans, 3-D or mathematical models, digital presentation and CAD/CAM to test, validate and communicate design thinking.	Prerequisite: Plans what they want to create KS1: Can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. KS2: Can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Design criteria & decision-making	Respond to a simple success cue such as 'fits', 'moves', 'stands' or 'looks like'.	Choose a preferred feature or identify one thing the product needs to do.	Use one or more simple criteria to make a design decision.	Develop own criteria and explain how choices meet the needs of the user and the task.	Use a specification to prioritise, justify and refine design decisions, including where criteria conflict.	Prerequisite: - Shows awareness of the purpose of familiar objects and tools - Plans what they want to create KS1: Can design purposeful, functional, appealing products for themselves and other users based on design criteria. KS2: Can 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.
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Make - Progression moves from supported participation in practical processes towards planned, accurate and increasingly independent manufacture.						
Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Design, justify & generalise	Assessment Framework anchor(s)
Plan & sequence making	Anticipate or participate in the next action within a familiar making routine.	Follow a simple visual or object sequence and complete one or two familiar steps.	Suggest what to do next and follow an ordered sequence to make a product.	Order the main stages, identify required tools/materials and follow a step-by-step plan; adapt when a problem occurs.	Create and communicate detailed manufacturing sequences, resources and timings; adapt methods in response to constraints or changing circumstances.	Prerequisite: - Plans out a sequence of actions using visual supports - Plans what they want to create No standalone statement. Progress is evidenced within the design, tool and material statements.
Select tools & equipment	Explore the function of familiar tools through supported safe use.	Choose between familiar tools for a simple purpose.	Select and use an appropriate tool for cutting, shaping, joining or finishing, with support as needed.	Select from a wider range, explain the choice and use tools with increasing accuracy and independence.	Select specialist tools, equipment, machinery or CAM processes according to required precision, material and method.	Prerequisite: - Uses tools for a purpose with adult modelling - Selects and uses tools to assemble and join materials - Selects and uses tools purposefully to shape materials KS1: Can select from and use a range of tools and equipment to perform practical tasks. KS2: Can select from and use a wider range of tools and equipment to perform practical tasks accurately.
Use tools & techniques	Participate in a practical action such as pressing, pushing,	Repeat a familiar practical action purposefully and safely.	Measure, mark, cut, shape, join and finish	Use multi-step techniques with increasing accuracy,	Use specialist techniques and processes precisely; adjust methods and apply quality-	Prerequisite: Uses tools for a purpose with adult modelling

	joining, cutting or shaping with close support or adaptation.		using taught techniques with growing control.	safety, resourcefulness and independence.	control thinking to improve manufacture.	• Selects and uses tools to assemble and join materials • Selects and uses tools purposefully to shape materials KS1: Can select from and use a range of tools and equipment to perform practical tasks. KS2: Can select from and use a wider range of tools and equipment to perform practical tasks accurately.
Select materials & components	Explore sensory and physical properties of materials and components.	Choose a material/component from familiar options because of a simple property or preference.	Select materials/components according to characteristics such as strength, flexibility, texture or appearance.	Compare functional and aesthetic qualities; justify selections and combine materials to achieve a purpose.	Select from complex materials/components according to performance, properties, sustainability and fitness for purpose.	Prerequisite: • Explores a range of construction materials • Constructs with a purpose in mind using a variety of techniques and materials KS1: Can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. KS2: Can 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.
Assemble, join & finish	Explore ways of putting together, taking apart or changing materials.	Use a familiar joining or finishing method with support.	Assemble, join and combine materials/components and apply a simple finish.	Choose and use appropriate joining/finishing methods accurately, including techniques involving several steps.	Select, combine and refine joining/manufacturing/finishing processes to achieve precision, durability and an intended aesthetic.	Prerequisite: • Selects and uses tools to assemble and join materials • Selects and uses tools

						purposefully to shape materials Constructs with a purpose in mind using a variety of techniques and materials KS1: Can select from and use a range of tools and equipment to perform practical tasks. KS2: Can select from and use a wider range of tools and equipment to perform practical tasks accurately.
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Evaluate - Progression moves from responding to familiar products towards analysing design decisions, using feedback and refining products against explicit criteria or specifications.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Design, justify & generalise	Assessment Framework anchor(s)
Explore existing products	Attend to, handle or use a familiar product and show a response or preference.	Identify a familiar product's simple purpose, material or feature.	Explore what products are for, who they are for, how they work and what they are made from; communicate likes/dislikes.	Investigate construction, material choices, effectiveness and how well products meet user needs and wants.	Analyse unfamiliar products, new/emerging technologies, wider impacts and life-cycle/sustainability considerations.	Prerequisite: Shows awareness of the purpose of familiar objects and tools KS1: Can explore and evaluate a range of existing products. KS2: Can investigate and analyse a range of existing products.
Evaluate own ideas & products	Respond to whether an action or product worked and show satisfaction, preference or rejection.	Compare an outcome with a simple model, picture or expectation and indicate one success or change.	Make a simple judgement against design criteria and suggest how a product could be improved.	Identify strengths and areas for development; evaluate against own criteria and use the views of others to improve the product.	Test, evaluate and refine against a specification using appropriate methods; justify modifications and report improvements.	Prerequisite: - Shows awareness of the purpose of familiar objects and tools - Constructs with a purpose in mind using a variety of techniques and materials KS1: Can evaluate their ideas and products against design criteria.

						KS2: Can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Use feedback & refine	Notice an adult's or peer's response to a product.	Make a simple change following a prompt or preference.	Use feedback to make one purposeful improvement.	Seek and consider the views of intended users; improve design or manufacture in response.	Actively involve users or other interested groups in testing; select feedback that is relevant and refine performance or usability.	KS2: Can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Designers, technology & wider impact	Recognise that products are made by people and have a purpose.	Match familiar making/design roles to products or tasks.	Recognise examples of designers, engineers, makers or manufacturers and what they create.	Explain how key individuals/events have influenced products or ways of making; connect these ideas to own work.	Analyse the work of professionals, emerging technologies and the impact of design on individuals, society and the environment, including designer responsibility.	KS2: Can understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge - Progression moves from practical cause-and-effect understanding towards applying increasingly sophisticated knowledge of structures, mechanisms, systems, materials and digital technology.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Design, justify & generalise	Assessment Framework anchor(s)
Structures	Stack, connect or arrange materials and notice whether they stay up, fall, bend or move.	Make a simple freestanding structure and try a change to make it more stable.	Build structures and explore how they can be made stronger, stiffer and more stable.	Apply techniques to strengthen, stiffen and reinforce more complex shell or frame structures and explain why they work.	Use knowledge of material properties and structural performance to design, test and refine functioning structural solutions.	Prerequisite: • Explores a range of construction materials • Constructs with a purpose in mind using a variety of techniques and materials KS1: Can build structures, exploring how they can be made stronger, stiffer and more stable. KS2: Can apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Mechanisms & movement	Experience cause and effect through moving parts and activate a mechanism.	Explore familiar wheels/axles, levers or sliders and anticipate a movement.	Explore and use simple mechanisms such as levers, sliders, wheels and axles within a product.	Use mechanical systems such as levers, linkages, pneumatics, gears, pulleys or cams and explain how they create movement.	Use more advanced mechanical systems to change movement and force; combine or refine systems to improve performance.	Prerequisite: • Shows awareness of the purpose of familiar objects and tools • Uses tools for a purpose with adult modelling KS1: Can explore and use mechanisms, in their products. KS2: Can understand and use mechanical systems in their products.
Electrical & electronic systems	Experience simple electrical cause and effect, such as activating a switch, light, sound or movement.	Identify or choose a simple input/output or component within a familiar product.	Follow a taught sequence to use a simple electrical product or circuit where appropriate.	Understand and use circuits and components such as switches, bulbs, buzzers and motors to create a functional product.	Use more advanced electrical/electronic systems with inputs and outputs such as heat, light, sound or movement; select and refine systems for a purpose.	Prerequisite: • Shows awareness of the purpose of familiar objects and tools KS2: Can understand and use electrical systems in their products.
Programming & control	Experience a predictable response when a button, switch or programmed action is activated.	Choose or repeat a simple command to produce an intended response.	Follow or create a short sequence of commands to control a product or digital outcome.	Apply computing to program, monitor or control a product using simple inputs and outputs.	Use sensors, actuators and programmable components/microcontrollers so products respond intelligently to inputs; test and refine control systems.	Prerequisite: • Shows awareness of the purpose of familiar objects and tools KS2: Earwig link: Can understand and use electrical systems in their products.
Materials & textiles knowledge	Explore materials and fabrics through touch, manipulation and change.	Choose materials/fabrics because of a familiar property, texture, appearance or purpose.	Use material characteristics to choose, join and shape construction materials or textiles within a product.	Explain functional and aesthetic properties; use patterns, fabric shapes and suitable joining techniques to create a purposeful product.	Apply detailed knowledge of material structure/properties and specialist techniques to select, modify and manufacture accurately.	Prerequisite: • Explores a range of construction materials • Constructs with a purpose in mind using a variety of techniques and materials KS1: Can select from and use a wide range of materials and components, including construction materials, textiles and ingredients,

						according to their characteristics. KS2: Can 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.
CAD, digital modelling & manufacture	Use digital images, symbols or selections to communicate a preference or intended outcome.	Use a simple digital tool to select, arrange or alter shapes/components.	Use information and communication technology, where appropriate, to develop or communicate an idea.	Use CAD to develop and communicate ideas and, where appropriate, use digital manufacture to produce components or finishes.	Use 2-D/3-D CAD and CAM to model, validate, refine and manufacture products with increasing precision.	Prerequisite: Plans what they want to create KS1: Can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. KS2: Can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

SMSC and Fundamental British Values through Design Technology

SMSC and Fundamental British Values are developed naturally through purposeful design, safe working, creativity, collaboration, reflection and designing for others. The curriculum provides meaningful opportunities for pupils to apply these values through practical Design Technology experiences.

SMSC / FBV area	What DT develops	Expected DT activities and applications
Spiritual	Curiosity and fascination about how things work; imagination and creativity; reflection on experiences and outcomes.	Explore products, materials and mechanisms; generate creative ideas; test prototypes; reflect on what worked and how a design could improve.
Moral	Safe and responsible decision-making; understanding consequences; ethical and sustainable thinking; respect for others.	Follow safe-working expectations; consider waste and material choices; discuss the wider impact of products; design inclusively for different users.
Social	Communication, teamwork, cooperation, problem-solving and respect for shared rules that keep people safe.	Collaborative design and making; workshop roles; share tools and resources; resolve design disagreements; follow agreed safety routines.
Cultural	Appreciation of cultural influences in design and respect for different communities, traditions and perspectives.	Investigate designers, products, materials and craft traditions from different cultures; design for varied users and community contexts.
Democracy	Pupil voice, shared decision-making and consideration of other people's views.	Agree design criteria; choose between ideas; contribute to group decisions; gather and respond to peer or user feedback.
Rule of Law	Understanding that rules, procedures and responsibilities protect safety and support high-quality work.	Follow workshop expectations; identify risks; use tools and protective equipment safely; understand the consequences of unsafe choices.
Individual Liberty	Independent choice, creativity, self-expression and responsibility for personal decisions.	Select tools and materials; develop personal design ideas; make aesthetic and functional choices; work with increasing independence.
Mutual Respect & Tolerance	Respect for different needs, preferences, cultures and viewpoints.	Use user-centred design; listen to others; give and receive feedback respectfully; create products for diverse users; work collaboratively.

Preparation for Adulthood through Design Technology

Design Technology supports Preparation for Adulthood because pupils plan, solve problems, work safely, make choices, use tools and technology, respond to feedback and complete purposeful tasks. These links are most powerful when the DT learning remains clear and the activity also has an authentic adult-life or vocational purpose.

PfA outcome	What DT develops	Expected DT activities and applications
Employment	STEM thinking, analytical and practical problem-solving, teamwork, following a brief or specification, safe working, tool use, digital skills, quality, accuracy, communication and responding to feedback. These are transferable skills that support future education, training and employment.	Working to a design brief; taking practical production roles; measuring, joining and assembling; CAD; robotics, programming and programmable applications; checking quality; and solving practical problems. Pupils experience how DT and STEM are used in the workplace through appropriate employer and industry visits, including manufacturing and production environments. Enterprise projects, such as making products for school fairs, provide opportunities to experience production, sales, marketing and finance roles.
Independent living	Practical independence, selecting resources, following sequences, organising a workspace, using equipment safely and completing functional tasks.	Textiles construction and joining; selecting materials for purpose; using mechanisms and structures to solve practical problems; setting up and clearing a workspace; completing increasingly independent practical tasks and using programmable systems.
Health	Risk awareness, safe use of tools and equipment, following safety routines, perseverance, self-regulation and responsible decision-making.	Tool and equipment safety checks; identifying hazards; using protective equipment where required; following safe sequences; asking for help appropriately; managing frustration and returning to a practical problem.
Community inclusion	Collaborative and enterprise projects in which pupils design and make products for real audiences, contribute to school events and take on meaningful team roles.	Designing for a real or familiar user; collaborative making; presenting or explaining a product; making useful or decorative products for shared spaces; and taking part in enterprise or community-linked projects. Pupils may design and produce items for school events, work collaboratively towards a shared outcome and take on meaningful roles such as production, sales, marketing and finance.

Progression, accreditation and pathways: Key Stage 4 to Key Stage 5

From Key Stage 4 onwards, pupils continue to develop Design Technology knowledge, practical skills, technical understanding, problem-solving and independence at a level matched to their individual starting point, interests and intended destination. Progress is recognised through the school curriculum and linked assessment, supported by practical outcomes, design work, photographs/video and other evidence of learning over time.

Where external accreditation is appropriate, the qualification is selected because it reflects the pupil's attainment and supports their next stage rather than determining the curriculum. The school's current accredited offer within this area is BTEC Level 1 in Construction, where this is appropriate to the pupil's pathway and intended destination. Other pupils continue to develop and evidence meaningful Design Technology skills through the school curriculum.

Careers and Preparation for Adulthood learning help pupils understand how Design Technology and STEM skills transfer into further education, vocational and technical learning, apprenticeships, supported internships and employment. Relevant areas include construction, manufacturing, engineering, CAD, product design, quality control, practical trades and other technical industries.

The qualification levels below therefore provide a progression guide. They do not represent the school's current accredited offer at every level.

Progression point	Expected Design Technology learning	Recognition / possible next step
Pre-Entry Foundation	Develops prerequisite Design Technology skills through exploring materials and familiar objects; recognising the purpose of tools; using tools with adult modelling; joining and shaping materials; following visual sequences; making purposeful choices and beginning to plan what to create.	Progress recognised through prerequisite Earwig statements, practical outcomes, photographs/video and curriculum assessment evidence. Foundation or personalised accreditation could be considered where appropriate.
Entry Level 1	Participates in highly structured practical tasks; makes simple purposeful choices; follows short sequences; selects from familiar materials and uses familiar tools safely with support to produce a purposeful outcome.	Curriculum and Earwig-linked evidence. Relevant Entry Level or vocational accreditation could support progression where an appropriate qualification is available.
Entry Level 2	Selects familiar tools and materials for a purpose; follows a simple brief or sequence; assembles, joins and shapes materials with increasing control; completes a purposeful product and begins to identify what has worked.	Practical and curriculum assessment evidence. Relevant Entry Level or vocational accreditation could be considered as part of future progression where available.
Entry Level 3	Plans and makes a functional product; selects tools, materials and processes with growing independence; communicates design choices; works with increasing accuracy and begins to evaluate and improve the outcome.	Increasingly independent practical evidence and curriculum assessment. Entry Level or relevant vocational accreditation could support progression where appropriate and available.
Level 1	Works to a brief or specification; selects appropriate materials, tools and processes; applies technical knowledge; uses practical, CAD or digital skills with increasing accuracy; solves problems and tests, evaluates and refines outcomes.	BTEC Level 1 in Construction is the school's current accredited offer where appropriate. Other Level 1 vocational or technical routes may support future progression. GCSE grades 1–3 are also Level 1 qualifications.

Level 2	Works with greater independence and precision; interprets a design brief; justifies material and process choices; applies technical knowledge to increasingly complex problems and manufactures, tests, evaluates and refines a high-quality outcome.	Level 2 represents a possible future progression point rather than a current Cleaswell DT qualification offer. Pupils may progress to suitable Level 2 vocational or technical programmes through further education or other providers. GCSE grades 4–9 are Level 2 qualifications.
Post-16 destination pathway /	Builds on individual strengths and interests through increasingly purposeful DT, STEM, construction and vocational learning; applies practical skills through projects, enterprise and work-related experiences; develops independence and transferable workplace skills.	Personalised next-step planning through Preparation for Adulthood and careers guidance. Possible routes include further education, construction and technical courses, apprenticeships, supported internships and employment within manufacturing, engineering, construction, design and related industries.

Personalised progression: pupils do not need to move through these levels at the same rate or in a fixed sequence. Design Technology learning is matched to each pupil's attainment, interests, independence, next steps and intended destination. Pupils who are not working towards an external qualification continue to make and evidence meaningful progress through increasing technical knowledge, practical competence, problem-solving, accuracy, independence and the ability to design, make, evaluate and refine purposeful outcomes.