



Progression skills in Design Technology at Feniton Cof E Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>DESIGNING Developing, planning and communicating ideas</p>	<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used. Start to suggest ideas and explain what they are going to do.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>With growing confidence generate ideas for an item, considering its purpose and the user/s.</p> <p>Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product.</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>Start to understand whether products can be recycled or</p>	<p>Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.</p> <p>Confidently make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products.</p> <p>When planning consider the views of others, including intended users, to improve their work.</p>	<p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>With growing confidence apply a range of finishing techniques, including those from art and design.</p> <p>Draw up a specification for their design- link with Mathematics and Science.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Draw up a specification for their design- link with Mathematics and Science.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p>

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			<p>reused.</p> <p>Know to make drawings with labels when designing.</p> <p>When planning explain their choice of materials and components including function and aesthetics.</p>	<p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>When planning explain their choice of materials and components according to function and aesthetic.</p>	<p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>	<p>Suggest alternative methods of making if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>

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MAKING Working with tools, equipment, materials and components to make quality products	<p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Begin to select tools and materials; use correct vocabulary to name and describe them.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p>	<p>Select a wider range of tools and techniques for making their product safely.</p> <p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p>	<p>Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>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>Understand how mechanical systems such as cams or pulleys or gears create movement.</p> <p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them.</p> <p>Use tools safely and accurately.</p> <p>Assemble components to make working models.</p> <p>Aim to make and to achieve a quality product.</p> <p>With confidence pin, sew and stitch materials together to create a product.</p> <p>Demonstrate when make modifications as they go along.</p> <p>Construct products using permanent joining techniques.</p> <p>Understand how mechanical systems such as cams or pulleys or gears create movement.</p>	
	<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately.</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p>	<p>Start to join and combine materials and components accurately in temporary and permanent ways.</p>	<p>Start to join and combine materials and components accurately in temporary and permanent ways.</p>	<p>Understand how mechanical systems such as cams or pulleys or gears create movement.</p>	<p>With confidence pin, sew and stitch materials together to create a product.</p>
	<p>With help measure, mark out, cut and shape a range of materials.</p>	<p>Start to assemble, join and combine materials in order to make a product.</p>	<p>Start to understand that mechanical and electrical systems have an input, process and output.</p>	<p>Know how mechanical systems such as cams or pulleys or gears create movement.</p>	<p>Know how mechanical systems such as cams or pulleys or gears create movement.</p>	<p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p>	<p>Demonstrate when make modifications as they go along.</p>
	<p>Explore using tools e.g. scissors and a hole punch safely.</p>	<p>Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</p>	<p>Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.</p>	<p>Understand how more complex electrical circuits and components can be used to create functional products.</p>	<p>Understand how more complex electrical circuits and components can be used to create functional products.</p>	<p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p>	<p>Construct products using permanent joining techniques.</p>
	<p>Begin to assemble, join and combine materials and components together using a variety of temporary</p>	<p>Start to choose and use appropriate finishing techniques</p>	<p>Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.</p>	<p>Understand how more complex electrical circuits and components can be used to create functional products.</p>	<p>Understand how more complex electrical circuits and components can be used to create functional products.</p>	<p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p>	<p>Understand how mechanical systems such as cams or pulleys or gears create movement.</p>
				<p>Know how simple</p>	<p>Continue to learn</p>		

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	<p>methods e.g. glues or masking tape.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p>	<p>based on own ideas.</p>	<p>electrical circuits and components can be used to create functional products.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Start to work safely and accurately with a range of simple tools.</p> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>how to program a computer to monitor changes in the environment and control their products.</p> <p>Understand how to reinforce and strengthen a 3D framework.</p> <p>Now sew using a range of different stitches, to weave and knit.</p> <p>Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>Understand that mechanical and electrical systems have an input, process and output.</p> <p>Begin to measure and mark out more accurately.</p> <p>Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Weigh and measure accurately (time, dry ingredients, liquids).</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p>Know how to reinforce and strengthen a 3D framework.</p> <p>Understand that mechanical and electrical systems have an input, process and output.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>

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<p>EVALUATING Evaluating processes and products</p> <p>Key events and individuals</p>	<p>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>When looking at existing products explain what they like and dislike about products and why.</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Evaluate their work against their design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>With confidence talk about their ideas, saying what they like and dislike about them.</p>	<p>Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p> <p>Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>Evaluate the key designs of individuals in design and technology has helped shape the world.</p>	<p>Evaluate their products carrying out appropriate tests.</p> <p>Start to evaluate their work both during and at the end of the assignment.</p> <p>Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>Evaluate the key designs of individuals in design and technology has helped shape the world.</p>	<p>Start to evaluate a product against the original design specification and by carrying out tests.</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Begin to evaluate it personally and seek evaluation from others.</p> <p>Evaluate the key designs of individuals in design and technology has helped shape the world.</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Record their evaluations using drawings with labels.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p> <p>Evaluate the key designs of individuals in design and technology has helped shape the world.</p>

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TECHNICAL KNOWLEDGE Making products work.	<ul style="list-style-type: none"> • about the simple working characteristics of materials and components • about the movement of simple mechanisms of levers and sliders. • how freestanding structures can be made stronger, stiffer and more stable • that food ingredients should be combined according to their sensory characteristics • the correct technical vocabulary for the projects they are undertaking 	<ul style="list-style-type: none"> • about the simple working characteristics of materials and components • about the movement of simple mechanisms of wheels and axles. • that a 3-D textiles product can be assembled from two identical fabric shapes • that food ingredients should be combined according to their sensory characteristics • the correct technical vocabulary for the projects they are undertaking 	<ul style="list-style-type: none"> • how mechanical systems such as levers and linkages or pneumatic systems create movement • how to program a computer to control their products • how to make strong, stiff shell structures • that food ingredients can be fresh, pre-cooked and processed 	<ul style="list-style-type: none"> • how simple electrical circuits and components can be used to create functional products • how to program a computer to control their products • that a single fabric shape can be used to make a 3D textiles product • that food ingredients can be fresh, pre-cooked and processed 	<ul style="list-style-type: none"> • how mechanical systems such as cams or pulleys or gears create movement • how to program a computer to monitor changes in the environment and control their products • how to reinforce and strengthen a 3D framework • how to use a sewing machine to join two pieces of fabric. • that a recipe can be adapted by adding or substituting one or more ingredients 	<ul style="list-style-type: none"> • how more complex electrical circuits and components can be used to create functional products • how to program a computer to monitor changes in the environment and control their products • that a 3D textiles product can be made from a combination of fabric shapes
Food and Nutrition.	<p>Begin to understand that all food comes from plants or animals.</p> <p>Explore the understanding that food has to be farmed, grown elsewhere or caught.</p> <p>Start to understand how to name and sort foods into the Eatwell guide.</p> <p>Begin to understand that everyone should eat at least seven portions of fruit and</p>	<p>Understand that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere or caught.</p> <p>Understand how to name and sort foods into the Eatwell guide.</p> <p>Know that everyone should eat at least seven portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes</p>	<p>Start to know that food is grown (tomatoes, wheat, potatoes), reared (chickens, pigs and cattle) and caught (fish) in the UK and the rest of the world.</p> <p>Understand how to prepare and cook a variety of savoury dishes safely and hygienically, including where appropriate the use of a heat source.</p> <p>Begin to understand a range of techniques such as peeling, chopping, slicing,</p>	<p>Understand that food is grown (tomatoes, wheat, potatoes), reared (chickens, pigs and cattle) and caught (fish) in the UK and the rest of the world.</p> <p>Understand how to prepare and cook a variety of savoury dishes safely and hygienically, including where appropriate the use of a heat source.</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing,</p>	<p>Understand that food is grown (tomatoes, wheat, potatoes), reared (chickens, pigs and cattle) and caught (fish) in the UK and the rest of the world.</p> <p>Begin to understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare</p>	<p>Know that food is grown (tomatoes, wheat, potatoes), reared (chickens, pigs and cattle) and caught (fish) in the UK and the rest of the world.</p> <p>Know that seasons may affect the food available.</p> <p>Know how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of</p>

	<p>vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically without a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating.</p>	<p>safely and hygienically without a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating.</p>	<p>grating, mixing, spreading, kneading and baking.</p> <p>Start to understand 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>Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>grating, mixing, spreading, kneading and baking.</p> <p>Know 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>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>and cook a variety of savoury dishes safely and hygienically, including where appropriate the use of a heat source</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Begin to understand that different food and drink contain different nutrients, water and fibre for a healthy life.</p>	<p>savoury dishes safely and hygienically, including where appropriate the use of a heat source</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know that different food and drink contain different substances – nutrients, water and fibre that are needed for a healthy lifestyle.</p>
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