Progression of Skills
In Design Technology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	• Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research • Understand where food comes from. • Understand what constitutes a healthy diet.	• Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation , drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts • Explore a range of mechanisms (levers, sliders, wheels and axles) when planning and designing. • Know the names of food groups and their nutritional values.	• Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing. • Understand the principles of a healthy and varied diet. • Prepare and cook a variety of dishes using a range of cooking techniques. • Understand seasonality and know how a variety of ingredients are grown.	• Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • 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 • Evaluate products and identify criteria that can be used for their own designs • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of dishes using a wider range of cooking techniques. • Understand seasonality and know how a variety of ingredients are grown, reared, caught and processed.	• Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • 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 • Use results of investigations, information sources, including ICT when developing design ideas • Understand and apply the principles of a healthy and varied diet. Know the benefits of a healthy diet for the body. • Prepare and cook a variety of dishes using a wider range of cooking techniques. (build on those used in previous key stage) • Understand seasonality and know how a variety of ingredients are grown, reared, caught and processed including the process of importation and exportation.	• Communicate their ideas through detailed labelled drawings (Cross-sectional and exploded diagrams) • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques • Understand and apply the principles of a healthy and varied diet. Know the benefits of a healthy diet for the body and the effects of an unhealthy lifestyle. • Prepare and cook a variety of dishes using a wider range of cooking techniques. (build on those used in previous year) • Understand seasonality and know how a variety of ingredients are grown, reared, caught and processed including the process of importation and exportation. Begin to consider the impact of economic issues in this area.
Working with tools, equipment, materials and components to make quality products (inc-food)	• Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools *eg scissors and a hole punch* safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene	• Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • Use a range of mechanisms (levers, sliders, wheels and axles) when making own products. • Cut, shape and join fabric to make a simple garment. Use basic sewing techniques • Follow safe procedures for food safety and hygiene	• Select tools and techniques for making their product. • Measure, mark out, cut, score and assemble components with more accuracy • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Measure, tape or pin, cut and join fabric with some accuracy • Demonstrate hygienic food preparation and storage • Use finishing techniques to strengthen and improve the appearance of their product	• Select appropriate tools and techniques for making their product. • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Sew using a range of different stitches, weave and knit • Measure, tape or pin, cut and join fabric with some accuracy • Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Explain decisions	• Select appropriate materials, tools and techniques. • Measure and mark out accurately. • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens* • Cut and join with accuracy to ensure a good-quality finish to the product • Use finishing techniques to strengthen and improve the appearance of more complex	• Select appropriate tools, materials, components and techniques. • Assemble components to make working models • Use tools safely and accurately • Construct products using permanent joining techniques • Make modifications as they go along • Pin, sew and stitch materials together create a product • Achieve a quality product • Use finishing techniques to strengthen and improve the appearance of more complex structures (both their own and those of others) using a range

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	• Use simple finishing techniques to improve the appearance of their product	• Choose and use appropriate finishing techniques	using a range of equipment including ICT. • Understand and use some mechanical and electrical systems in their products. • Apply their understanding of computing to program their products.	made in this process with clarity. • Use simple graphical communication techniques • Understand and use a wider range of mechanical and electrical systems in their products. • Apply their understanding of computing to program and monitor their products.	structures product using a range of equipment including ICT. Explain decisions made in this process with clarity. • Understand and select appropriate mechanical and electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products.	of equipment including ICT. Explain decisions made in this process with clarity. • Understand the skills needed when using a wide range of mechanical and electrical systems in their products. Carefully consider the benefits and disadvantages of these when selecting appropriate devices. • Apply their understanding of computing to program, monitor and control their products with more demanding criteria.
Evaluating processes and products	• Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it	• Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them	• Evaluate their product against original design criteria *e.g. how well it meets its intended purpose* • Disassemble and evaluate familiar products. • Explore how key events and individuals in design and technology have shaped the world in relation to products used today.	• Disassemble, evaluate and carry out appropriate tests on familiar products. • Evaluate their work both during and at the end of the assignment, considering the views of others. • Evaluate their products carrying out appropriate tests. • Explore through research how key events and individuals in design and technology have shaped the world in relation to products used today.	• Evaluate a product against the original design specification. • Evaluate it personally and seek evaluation from others, suggesting improvements to be made. • Research and evaluate how key events and individuals in design and technology have shaped the world in relation to products used today.	• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and make adaptations to their design accordingly. • Research and evaluate how key events and individuals in design and technology have shaped the world in relation to products used today. Apply this knowledge to evaluate and adapt their own designs.