

Progression of Skills in Design and Technology

SKILLS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Design	<ul style="list-style-type: none"> ▶ Use pictures and words to convey what they want to design / make. ▶ Explore ideas by rearranging materials. ▶ Select pictures to help develop ideas. ▶ Use mock-ups e.g. recycled material trial models to try out their ideas. ▶ Propose more than one idea for their product. ▶ Use ICT to communicate ideas. ▶ Use drawings to record ideas as they are developed. ▶ Add notes to drawings to help explanations. 	<ul style="list-style-type: none"> ▶ Develop more than one design or adaptation of an initial design. ▶ Plan a sequence of actions to make a product. ▶ Think ahead about the order of their work and decide upon tools and materials. ▶ Propose realistic suggestions as to how they can achieve their design ideas. ▶ Record the plan by drawing using annotated sketches. ▶ Use prototypes to develop and share ideas. ▶ Consider aesthetic qualities of materials chosen. ▶ Use CAD where appropriate. 	<ul style="list-style-type: none"> ▶ Record ideas using annotated diagrams. ▶ Use models, kits and drawings to help formulate design ideas. ▶ Sketch and model alternative ideas. ▶ Decide which design idea to develop. ▶ Plan the sequence of work. ▶ Devise step by step plans which can be read / followed by someone else. ▶ Use exploded diagrams and cross-sectional diagrams to communicate ideas.
Make	<ul style="list-style-type: none"> ▶ Select materials from a limited range. ▶ Explain what they are making. ▶ Name the tools they are using. Discuss their work as it progresses. ▶ Discuss their work as it progresses. ▶ Select and name the tools needed to work the materials. ▶ Explain which materials they are using and why. 	<ul style="list-style-type: none"> ▶ Select from a range of tools for cutting, shaping, joining and finishing. ▶ Use tools with accuracy. ▶ Select from materials according to their functional properties. ▶ Use appropriate finishing techniques. ▶ Prepare pattern pieces as templates for their design. ▶ Select from techniques for different parts of the process. 	<ul style="list-style-type: none"> ▶ Develop one idea in depth. ▶ Select from and use a wide range of tools. ▶ Cut accurately and safely to a marked line. ▶ Select from and use a wide range of materials. ▶ Make prototypes. ▶ Use researched information to inform decisions. ▶ Produce detailed lists of ingredients / components / materials and tools. ▶ Refine their product – review and rework / improve.
Evaluate	<ul style="list-style-type: none"> ▶ Explore existing products and investigate how they have been made (including teacher-made examples). ▶ Talk about their design as they develop and identify good and bad points. ▶ Say what they like and do not like about items they have made and attempt to say why. ▶ Decide how existing products do / do not achieve their purpose. ▶ Discuss how closely their finished product meets their own design criteria. 	<ul style="list-style-type: none"> ▶ Investigate similar products to the one to be made to give starting points for a design. ▶ Research needs of user. ▶ Decide which design idea to develop. ▶ Consider and explain how the finished product could be improved. ▶ Discuss how well the finished product meets the user's design criteria. ▶ Investigate key events and individuals in design and technology. ▶ Draw / sketch existing products in order to analyse and understand how products are made. ▶ Identify the strengths and weaknesses of their design ideas in relation to purpose / user. ▶ Consider and explain how the finished product could be improved. 	<ul style="list-style-type: none"> ▶ Research and evaluate existing products. ▶ Consider user and purpose. ▶ Consider and explain how the finished product could be improved related to design criteria. ▶ Investigate key events and individuals in design and technology. ▶ Identify the strengths and weaknesses of their design ideas. ▶ Report using correct technical vocabulary. ▶ Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user. ▶ Understand how key people have influenced design in a variety of contexts. ▶ Investigate key events and individuals in design and technology.

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		<ul style="list-style-type: none"> ▶ Investigate key events and individuals in design and technology. 	
Technical knowledge	<ul style="list-style-type: none"> ▶ Start to use technical vocabulary. ▶ Cut out shapes which have been created by drawing round a template. ▶ Join materials in a variety of ways. ▶ Decorate using a variety of techniques. ▶ Know some ways of making structures stronger. ▶ Show how to stiffen some materials. ▶ Know how to make a simple structure more stable. ▶ Attach wheels to a chassis using an axle. <p>Know some different ways of making things move in a 2-D plane.</p>	<ul style="list-style-type: none"> ▶ Use an increasingly appropriate technical vocabulary for tools materials and their properties. ▶ Understand seam allowance. ▶ Prototype a product. ▶ Sew on buttons and make loops. ▶ Strengthen frames with diagonal struts. ▶ Measure and mark square section, strip and dowel accurately to 1cm. ▶ Incorporate a circuit into a model. ▶ Use electrical systems such as switches bulbs and buzzers. ▶ Use ICT to control products. ▶ Use linkages to make movement larger or more varied. ▶ Use an increasingly appropriate technical vocabulary for tools materials and their properties. ▶ Understand seam allowance. ▶ Prototype a product. ▶ Sew on buttons and make loops. ▶ Strengthen frames with diagonal struts. ▶ Measure and mark square section, strip and dowel accurately to 1cm. ▶ Incorporate a circuit into a model. ▶ Use electrical systems such as switches bulbs and buzzers. ▶ Use ICT to control products. ▶ Use linkages to make movement larger or more varied. 	<ul style="list-style-type: none"> ▶ Use the correct vocabulary appropriate to the project. ▶ Join materials using appropriate methods. ▶ Create 3-D textile products using pattern pieces. ▶ Understand pattern layout with textiles. ▶ Cut strip wood, dowel, square section wood accurately to 1mm. ▶ Build frameworks to support mechanisms. ▶ Stiffen and reinforce complex structures. ▶ Use mechanical systems such as cams, pulleys and gears. ▶ Use electrical systems such as motors and switches. <p>Program, monitor and control using ICT.</p>
Cooking and nutrition	<ul style="list-style-type: none"> ▶ Cut, peel, grate, chop a range of ingredients. ▶ Work safely and hygienically. ▶ Know about the Eatwell Plate. ▶ Understand where food comes from. ▶ Group familiar food products e.g. fruit and vegetables. ▶ Cut and chop a range of ingredients. ▶ Work safely and hygienically. ▶ Know about the need for a variety of foods in a diet. 	<ul style="list-style-type: none"> ▶ Follow instructions / recipes. ▶ Join and combine a range of ingredients. ▶ Begin to understand the food groups on the Eatwell Plate. ▶ Make healthy eating choices – use the Eatwell plate. ▶ Understand seasonality. ▶ Know where and how ingredients are reared and caught. ▶ Prepare and cook using different cooking techniques. 	<ul style="list-style-type: none"> ▶ Join and combine a widening range of ingredients. ▶ Select and prepare foods for a particular purpose. ▶ Know where and how ingredients are grown and processed. ▶ Understand and apply the principles of a healthy and varied diet. ▶ Choose ingredients to support healthy eating choices when designing their food products. ▶ Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques.

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These skills are developed each time Design and Technology is taught, but are taught in-depth during:

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Design, Make, Evaluate and technical language is developed every time DT is taught.	Cycle A, Autumn: Powerful people Cycle A, Summer: Here, there and everywhere Cycle A, Spring: Penguins, pandas and parrots Cycle B, Autumn: Kings and Queens Cycle B, Spring: London's Calling Cycle B, Summer: Our Wild Planet	Cycle A, Autumn: Life in Liverpool Cycle A, Spring: The Rock Days Cycle A, Summer: Italy Cycle B, Autumn: Changing Britain Cycle B, Spring: Brazilian Rainforests Cycle B, Summer: Ancient Egypt	Cycle A, Autumn: Holes Cycle A, Spring: A Cobbs Brow Guide to Galaxy Cycle A, Summer: Ancient Greece Cycle B, Autumn: Crime and Punishment Cycle B, Spring Cycle B, Summer: The Mayans.
Cooking and nutrition	Cycle B, Summer: Our Wild Planet	Cycle A, Summer: Italy	Cycle A, Spring: A Cobbs Brow Guide to Galaxy