

## Progression of Skills in Design Technology



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing, planning and communicating ideas.</b>	<ul style="list-style-type: none"> <li>Draw on their own experience to help generate ideas.</li> <li>Suggest ideas and explain what they are going to do to create their design.</li> <li>Identify a target group for what they intend to design and make.</li> <li>Make a simple plan before making.</li> <li>Generate, model and communicate ideas using talking, drawing, templates, mock-ups and IT</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas by drawing on their own and other people's experiences.</li> <li>Develop their design ideas through discussion, observation, drawing and modelling.</li> <li>Identify a purpose for what they intend to design and make.</li> <li>Identify simple design criteria.</li> <li>Make simple drawings and label parts of a design.</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas for an item, considering its purpose and the user/s</li> <li>Identify a purpose and establish criteria for a successful product.</li> <li>Plan the order of their work before starting.</li> <li>Explore, develop and communicate design proposals by modelling ideas.</li> <li>Make drawings with labels when designing.</li> <li>Be able to discuss and explain design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas, considering the purposes for which they are designing.</li> <li>Make labelled drawings from different views showing specific features.</li> <li>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.</li> <li>Evaluate products and identify criteria that can be used for their own designs.</li> <li>Be able to discuss and explain design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas through brainstorming and identify a purpose for their product.</li> <li>Produce a detailed step by step plan.</li> <li>Justify decisions during the design process.</li> <li>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.</li> <li>Design a product that is suitable for a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate their ideas in a range of ways such as annotated sketches, detailed plans and presentations.</li> <li>Develop a design specification.</li> <li>Plan the order of their work, choosing appropriate materials, tools and techniques.</li> <li>Use research and criteria to develop products which are appealing, innovative, fit for purpose and aimed at a specific audience.</li> </ul>
<b>Working with tools, equipment, materials and components to make quality products (inc-food)</b>	<ul style="list-style-type: none"> <li>Make their design using appropriate techniques</li> <li>With help measure, mark out, cut and shape a range of materials</li> <li>Use tools safely.</li> <li>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li> <li>Select and use appropriate fruit and vegetables, processes and tools</li> <li>Use basic food handling, hygienic practices and personal hygiene</li> <li>Use simple finishing techniques to improve the appearance of their product</li> </ul>	<ul style="list-style-type: none"> <li>Begin to select tools and materials; use vocab' to name and describe them.</li> <li>Measure, cut and score with some accuracy.</li> <li>Use hand tools safely and appropriately.</li> <li>Assemble, join and combine materials in order to make a product.</li> <li>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</li> <li>Follow safe procedures for food safety and hygiene</li> <li>Explain why specific textiles have been used.</li> </ul>	<ul style="list-style-type: none"> <li>Select the most appropriate tools and techniques for making their product.</li> <li>Measure, mark out, cut, score and assemble components with more accuracy</li> <li>Work safely and accurately with a range of simple tools.</li> <li>Think about their ideas as they make progress and be willing change things if this helps them improve.</li> <li>Measure, tape or pin, cut and join fabric with some accuracy.</li> <li>Demonstrate hygienic food preparation and storage.</li> <li>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate tools and techniques for making their product.</li> <li>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</li> <li>Join and combine materials and components accurately in temporary and permanent ways.</li> <li>Demonstrate hygienic and safe work in the kitchen.</li> <li>Sew using a range of different stitches, weave and knit.</li> <li>Measure, tape or pin, cut and join fabric with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use a range of tools and equipment for a range of uses competently.</li> <li>Use skills in using different tools and equipment safely and accurately.</li> <li>Weigh and measure and mark out accurately (time, dry ingredients, liquids)</li> <li>Apply the rules for basic food hygiene and other safe practices e.g. <i>hazards relating to the use of ovens</i>.</li> <li>Cut and join with accuracy to ensure a good-quality finish to the product.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use a range of tools and equipment for a range of uses safely and competently.</li> <li>Use the correct components to make working models.</li> <li>Construct products using permanent joining techniques.</li> <li>Make modifications as they go along.</li> <li>Pin, sew and stitch materials together create a product.</li> <li>Achieve a quality product.</li> </ul>
<b>Evaluating processes and products</b>	<ul style="list-style-type: none"> <li>Evaluate their product by discussing how it works and how well it works in relation to the purpose</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>Evaluate their product by asking questions about what they have made and how they have gone about it.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate against their design criteria.</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make to improve their work.</li> <li>Talk about their ideas, saying what they like and dislike about them.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose</i></li> <li>Disassemble and evaluate familiar products.</li> <li>Understand how key events and individuals in DT have helped shape the world</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their work both during and at the end of the assignment.</li> <li>Evaluate their products carrying out appropriate tests.</li> <li>Consider the views of others to improve their work.</li> <li>Understand how key events and individuals in DT have helped shape the world.</li> <li>Adapt work when original ideas do not work.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the appearance and function against the original design specification.</li> <li>Evaluate it personally and seek evaluation from others.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>Record their evaluations using drawings with labels.</li> <li>Evaluate against their original criteria and suggest ways that their product could be improved.</li> <li>I can work within a budget.</li> </ul>