

Progression in Design and Technology

Progression in Design Technology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Make a Crown Castles/Fruit Salad	Build a House Great Fire of London/ Vegetable Salad	Volcano/ Dips and Dippers	Viking Shields/ Coleslaw	Greek Vase/ Fruit Yogurts	Periscope WWII/ Pitta Pizzas
Design	<p>Plan Make comments about what they are going to design or cook use own ideas to design something and describe how their own idea works.</p> <p>Generate Come up with ideas for a product and express why they like it explain to someone else how they want to make their product and make a simple plan before making.</p> <p>Draw Trace around simple shapes to reproduce symbols.</p> <p>Develop With support, discuss their design.</p>	<p>Plan Give a brief overview of their plans using some DT vocabulary. Think of an idea and plan what to do next.</p> <p>Generate Make comments about the function and purpose of their product, and its personal appeal.</p> <p>Draw Draw a simple diagram and begin to annotate designs.</p> <p>Develop Explain why they have chosen specific materials for their design.</p>	<p>Plan Explain verbally their plans, linking to techniques and using DT vocabulary.</p> <p>Generate Refer to research while talking about their product.</p> <p>Draw Draw sketches at different points of the design process</p> <p>Develop Politely discuss their peers' work. Willingness to alter and/or restart design.</p>	<p>Plan Explain their plans in some detail, and in writing, making reference to techniques and materials/ ingredients. Research and use ideas from other people when designing.</p> <p>Generate Use research to justify the appeal of their product, and the innovativeness of their design.</p> <p>Draw Draw a plan or sketch from a description. Draw simple diagrams without much guidance.</p> <p>Develop Start to suggest how their peers can improve their work. Desire to alter and/or restart designs.</p>	<p>Plan Plan designs in detail, with reference to other designs and materials they have studied. Come up with a range of ideas after collecting information from different sources</p> <p>Generate Make comments about how their product might be altered to appeal to other groups.</p> <p>Draw Make an accurate design sketch</p> <p>Develop Make reasonable suggestions for how their peers might improve their work.</p>	<p>Plan Plan in detail linking to what they have studied and explaining their choice. Use market research to inform plans and ideas.</p> <p>Generate Make sophisticated comments about the limitations of the function and purpose of their product, with reference to different audiences</p> <p>Draw Make an accurate design sketch with high precision level of accuracy</p> <p>Develop Constructively critique their peers' work and help with the improvements if appropriate.</p>

Progression in Design and Technology

Make	<p>Construct something with materials that are supplied for them.</p> <p>Tools Choose appropriate resources and tools for their work.</p>	<p>Select from materials that are supplied for them join materials and components in different ways measure materials to use in a model or structure.</p> <p>Tools Choose tools and materials and explain why they have chosen them.</p>	<p>Work creatively with a range of materials, with some control. Follow a step-by- step plan, choosing the right equipment and materials. Work accurately to measure, make cuts and make holes.</p> <p>Tools Select the most appropriate tools and techniques for a given task.</p>	<p>Request certain materials or ingredients. Know which material is likely to give the best outcome measure accurately.</p> <p>Tools Know which tools to use for a particular task and show knowledge of handling the tool.</p>	<p>Request other materials and give reasons why make a product that relies on pulleys or gears.</p> <p>Tools Use a range of tools and equipment competently make a prototype before making a final version.</p>	<p>Request other materials and give reasons why. Know what each tool is used for explain why a specific tool is best for a specific action</p> <p>Tools Know which tool to use for a specific practical task know how to use any tool correctly and safely.</p>
Evaluate	<p>Complete a simple evaluation.</p>	<p>Complete an evaluation</p>	<p>Evaluation and relate products to their design criteria.</p>	<p>Evaluation and link their own design and product to their function and purpose.</p>	<p>Evaluation and verbalise other opinions politely and follow advice.</p>	<p>Evaluation and suggest improvements to own and others design if appropriate.</p>
Technical Knowledge	<p>Make their own model stronger.</p>	<p>Make a model stronger and more stable.</p>	<p>Know how to strengthen a product by stiffening a given part or reinforce a part of the structure.</p>	<p>Links scientific knowledge by using lights, switches or buzzers use IT, where appropriate, to add to the quality of the product.</p>	<p>Links scientific knowledge to design by using pulleys or gears use knowledge to improve a made product by strengthening, stiffening or reinforcing.</p>	<p>Know which IT product would further enhance a specific product use knowledge to improve a made product by strengthening, stiffening or reinforcing.</p>

Progression in Design and Technology

Food Technology	<p>Cut food safely with an adult.</p> <p>Know where our food comes from – food origins.</p>	<p>Cut food safely, using graters and peelers with support when needed.</p> <p>Describe where our food comes from – underground or below ground.</p>	<p>Cut food safely, using graters and peelers with some independence.</p> <p>Describe food seasonality.</p> <p>Know when food is ready for harvesting.</p>	<p>Cut food safely and independently using graters and peelers independently.</p> <p>Know how food gets from the farm to our fork.</p> <p>Know how to be both hygienic and safe when using food.</p> <p>Bring a creative element to the food product being designed.</p>	<p>Cut food safely and independently using graters and peelers in a variety of ways.</p> <p>Be both hygienic and safe in the kitchen.</p> <p>Know which season various foods are available for harvesting.</p> <p>Know where our food comes from on a map.</p>	<p>Cut food safely and independently using graters and peelers in a variety of ways, knowing the best method for the recipe.</p> <p>Explain how food ingredients should be stored.</p> <p>Give reasons why we should work within a budget to create a meal.</p> <p>Understand the difference between a savoury and sweet dish.</p>
----------------------------	---	--	--	--	--	--