		Skill Progressio	n in Design Technology at Key St	age 1				
	Design			-				
	Design purposeful, fun	Design purposeful, functional, appealing products for themselves and other users based on design criteria						
	Generate, develop, mo communication technol	idel and communicate their ideas plogy	through talking, drawing, templ	ates, mock-ups and, where ap	ppropriate, information and			
	Make							
	Select from and use a	Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing						
National Curriculum	 Select from and use a v characteristics 	wide range of materials and comp	oonents, including construction n	naterials, textiles and ingredie	ents, according to their			
nrr	Evaluate							
al C	Explore and evaluate a	range of existing products						
ion	Evaluate their ideas an	d products against design criteria						
Nat	Technical knowledge							
	· · · ·	ring how they I can be made stro	-					
	•	inisms, such as levers, sliders, wh	eels and axles, in their products.					
	Cooking and Nutrition							
		s of a healthy and varied diet to p	orepare dishes					
	Understand where foo	d comes from						
	Design	Make	Evaluate	Technical knowledge	Cooking & Nutrition			
	I can think of some ideas of	I can explain what I am	I can talk about existing	Use of	I can peel and cut food safely.			
	my own.	making and why.	products and say what is	materials/Construction:				
			good and not so good about	I can join materials in	I can describe the texture of			
	I can explain what I want to	I can select tools and	them.	different ways.	foods.			
	do.	equipment to cut, shape, join and finish.	I can talk about my own work	Lean explore how to use	I can wash my hands and			
	I can use some pictures and	and imisn.	linked to what I was asked to	I can explore how to use joining, folding or rolling to	make sure that surfaces are			
코	words to plan.	I can describe which tools I	do.	make it stronger.	clean.			
Year1		am using and why.		make it stronger.				
	I can describe my design by		I can talk about my own work	Mechanisms:	I can say what healthy foods			
	using pictures, model mock-	I can choose materials and	and things that other people	I can use levers or slides to	are and how many portions I			
	ups and words.	explain why they are being used.	have done.	make my work move.	need to eat each day.			
	I can design a product for			I can say why I have used	I can say if a food comes from			
	myself following design			moving parts in my work.	a plant or an animal.			
	criteria.							

 Design Design purposeful, functional, appealing products for themselves and other users based on design criteria 							
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and						
communication technology Make							
 Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing 							
 Select from and use a vide range of materials and components, including construction materials, textiles and ingredients, activity is a select from and use a vide range of materials and components, including construction materials, textiles and ingredients, activity is a select from and use a vide range of materials and components, including construction materials, textiles and ingredients, activity is a select from and use a vide range of materials and components, including construction materials, textiles and ingredients, activity is a select from and use a vide range of materials and components, including construction materials, textiles and ingredients, activity is a select from and use a vide range of materials and components, including construction materials, textiles and ingredients, activity is a select from and use a vide range of materials and components, including construction materials, textiles and ingredients, activity is a select from and use a vide range of materials and components, including construction materials, textiles and ingredients, activity is a select from and use a vide range of materials and components, including construction materials, textiles and ingredients, activity is a select from and use a vide range of materials and components, including construction materials, textiles and ingredients, activity is a select from and the select from and the select from and the select from and textiles and	_						
characteristics							
 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, action characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge 							
• Explore and evaluate a range of existing products							
 Evaluate their ideas and products against design criteria 							
Technical knowledge							
 Build structures, exploring how they I can be made stronger, stiffer and more stable 							
 Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. 							
Cooking and Nutrition							
 Use the basic principles of a healthy and varied diet to prepare dishes 							
Understand where food comes from							
Design Make Evaluate Technical knowledge	Cooking & Nutrition						
	I can cut, grate and chop						
	food safely.						
will like it. in a model or structure.							
	I can describe the						
	properties of ingredients.						
components) together in stiffer and more stable.							
	I can explain what I need to do to be hygienic in a						
	kitchen.						
I can describe my design by I can choose materials and equilation of a moving product. I can join materials together as equilation of a moving product. I can describe my design by explain why they are being explain why they are being on their I can join materials together as equilation of a moving product.	Kitchen.						
using pictures, model mock- used depending on their I can judge my work against	I can sort foods into the						
ups and through information characteristics. the design criteria. I can use axels and wheels in my con	correct group on the						
technology when work. ear	eatwell plate.						
appropriate.							
	I can say if the ingredients I						
	am using have come from a						
	farm, been grown somewhere else or caught.						
I can explain why I chose a	some where else of caugilt.						
certain textile.							

		Skill F	Progression in Design Technology	at Key Stage 2			
	Design						
		 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 					
ł	 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, 						
		d computer-aided design	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
	Make						
	 Select from and u 	ise a wider range of tools and	d equipment to perform practical	tasks, such as cutting, shaping, joining a	nd finishing, accurately		
_				struction materials, textiles and ingredie			
National Curriculum		ties and aesthetic qualities		,			
icul	Evaluate						
urr	 Investigate and a 	nalyse a range of existing pro	oducts				
JE C	Evaluate their ide	as and products against thei	r own design criteria and conside	r the views of others to improve their we	ork		
ous	Understand how	key events and individuals in	design and technology have help	bed shape the world			
lati	Technical knowledge						
2	Apply their under	rstanding of how to strengthe	en, stiffen and reinforce more cor	nplex structures			
	Understand and u	use mechanical systems in th	eir products, such as gears, pulley	ys, cams, levers and linkages			
	Understand and u	use electrical systems in their	products, such as series circuits	incorporating switches, bulbs, buzzers a	nd motors		
	Apply their under	Apply their understanding of computing to programme, monitor and control their products					
	Cooking and Nutrition	Cooking and Nutrition					
	• Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking						
	techniques						
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed							
	Design	Make	Evaluate	Technical knowledge	Cooking & Nutrition		
	I can show that my	I can use equipment and	I can say what I would change	Textiles: I can explain how to join textiles and	I can choose the right		
	design meets a range of	tools accurately.	which would make my design	finishings in a different way.	ingredients for a product.		
	requirements.	I can choose an	even better.	I can choose textiles both for their	I can use equipment safely.		
	I can put together a plan	appropriate technique to	I can practise my evaluation	appearance and also qualities.	I can describe how my		
	which shows the order and also what	make my product. I can stop and think about	skills by evaluating existing	I can think about the user would want when choosing textiles.	combined ingredients come		
	equipment and tools I	how good my product is	products.	Structures:	together. I can make sure that my		
Ľ 3	need.	going to end up.		I can use the most appropriate materials.	product looks attractive.		
Year	I can describe my design			I can measure and work accurately to make cuts and holes.	I can use 'The eatwell plate'		
F	using an accurately			l can join materials.	to talk about what makes up		
	labelled sketch and			I can shape and mould materials.	a healthy diet.		
	words.			I can think of how to make my product stable			
	I can say how realistic			and strong. I can use finishing techniques.			
	my plan is.			I can select tools suitable for a task from a			
				given selection.			
				I can assemble, join and combine			
				components with some accuracy.			

		Skill Progression	in Design Technology at Key St	age 2			
-	Design						
	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed						
	at particular individuals or groups						
	• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams,						
	prototypes, patter	n pieces and computer-aided des	ign				
	Make						
	 Select from and us 	e a wider range of tools and equi	pment to perform practical tasks	s, such as cutting, shaping, joi	ning and finishing,		
	accurately						
Ę		e a wider range of materials and	components, including construct	ion materials, textiles and in	gredients, according to		
cult		operties and aesthetic qualities					
ırri	Evaluate						
LC L	_	alyse a range of existing products					
National Curriculum		is and products against their own			neir work		
atic		ey events and individuals in desig	n and technology have helped sh	hape the world			
z	Technical knowledge						
		 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 					
		se mechanical systems in their pro					
		se electrical systems in their prod			zers and motors		
	Apply their understanding of computing to programme, monitor and control their products						
	Cooking and Nutrition						
	 Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking tochniques 						
	of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed						
	Design	Make	Evaluate	Technical knowledge	Cooking & Nutrition		
	I can come up with at	I can show I am conscience of	I can think about how I will	Mechanical Systems:	I can say what to do to		
	least one idea about how	the need to produce	check if my design is	Levers and Linkages	be hygienic and safe.		
	to create my product.	something that will be liked by	successful.	I can measure, cut and			
		others.		fold accurately.	I can choose and use		
	I can take account of the		I can begin to explain how I		equipment safely.		
r 4	ideas of others when	I can show a good level of	can improve my original	I can use different			
Year 4	designing.	expertise when using a range	design.	techniques to shape and	I can describe different		
		of tools and equipment.	-	mould materials.	ways to join and		
	I can produce a plan and		I can evaluate my product,		combine ingredients.		
	explain it to others.	I can tell if my finished	thinking of both appearance	I can think about my			
		product is going to be good	and the way it works.	audience when I am	I can say why I need to		
	I can suggest some	quality.		using finishing	eat a variety of foods		
	improvements and say			techniques.			

what was good and not	I can present my product in an	I can practise my evaluation	Electrical systems:	and drinks to stay
so good about my	interesting way.	skills by evaluating existing	I can make a product	healthy.
original design.		products against set criteria.	which uses both	
			electrical components.	
I can begin to use				
exploded diagrams to			I can use a simple	
show my designs.			circuit.	
			I can add things to my	
			circuits.	
			I can be confident about	
			trying out new and	
			different ideas.	
			I can alter my product	
			after checking it.	
			I can control a model	
			using a computing	
			control programme.	

		Skill Progression	n in Design Technology at Key St	age 2			
	Design						
	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups						
	• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams,						
		n pieces and computer-aided des	sign				
	Make						
	 Select from and us accurately 	se a wider range of tools and equi	pment to perform practical tasks	, such as cutting, shaping, j	oining and finishing,		
Curriculum	 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 						
rict	Evaluate						
Cur		alyse a range of existing products					
al (-		design criteria and consider the	views of others to improve	their work		
National			n and technology have helped sh				
Nat	Technical knowledge						
	•	standing of how to strengthen. sti	ffen and reinforce more complex	structures			
			•				
	 Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors 						
	 Apply their understanding of computing to programme, monitor and control their products 						
	Cooking and Nutrition						
	 Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range 						
	of cooking techniques						
	<u> </u>		riety of ingredients are grown, rea	ared, caught and processed	k		
	Design	Make	Evaluate	Technical knowledge	Cooking & Nutrition		
	I can come up with a	I can explain why my finished	I can keep checking that my	Textiles:	I can describe what I do to		
	range of ideas after I	product is going to be of good	design is the best it can be.	I can devise a	be both hygienic and safe.		
	have collected	quality.		template/pattern.			
	information.		I can check whether anything		I can join and combine		
		I can explain how my product	could be improved.	I can join things in	ingredients using a range		
	I can take a user's view	will appeal to the audience.		different ways.	of techniques.		
ar 5	into account when		I can evaluate appearance and				
Ye	designing.	I can use a range of tools and	function against the original		I can present my product		
		equipment expertly.	criteria.	attractive and strong.	well.		
	I can produce a detailed				I can explain where the		
	step-by-step plan.		I can test and evaluate my	I can measure carefully	ingredients I choose come		
			final product.	so as to make sure I	from.		
	I can suggest some			have not made			
	alternative plans and say		I can say if my product is fit for	mistakes.			
	what the good points		purpose.				

and drawbacks are about	Materials/Construction:
each.	I can measure precisely.
I can use cross sectional	I can use cams to create
planning to show my	different types of
design.	movement and change
	the direction of
I can produce a	movement
prototype to show my	
idea.	I can take time to
	consider how I could
	have made
	I can make sure my
	product is strong and fit
	for purpose.
	I can take time to
	consider how I could
	have made my idea
	better.
	I can persevere and
	work at my product
	even if my original idea
	might not have worked.

		Skill Progression	in Design Technology at Key Sta	ge 2			
	Design						
		• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups					
	• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams,						
	prototypes, patter	n pieces and computer-aided des	ign				
	Make						
	 Select from and us accurately 	se a wider range of tools and equi	pment to perform practical tasks,	such as cutting, shaping, jo	oining and finishing,		
Curriculum	• 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						
ricı	Evaluate						
Cur	 Investigate and an 	alyse a range of existing products					
	_	as and products against their own		iews of others to improve	their work		
National		ey events and individuals in desig	-	•			
Na	Technical knowledge	-,					
	•	standing of how to strengthen, stil	ffen and reinforce more complex s	structures			
		c	•				
		 Apply their understanding of computing to programme, monitor and control their products 					
	Cooking and Nutrition						
	 Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range 						
	of cooking techniques						
	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed						
	Design	Make	Evaluate	Technical knowledge	Cooking & Nutrition		
	I can use a range of	I can use tools and materials	I can test and evaluate my	Structures:	I can choose and prepare		
	information to inform my	precisely.	final product.	I can justify why I have	foods for a particular		
	design.			chosen specific	purpose within a budget.		
		I can change the way I am	I can say if my product is fit for	materials.			
	I can use market	working if needed.	purpose.		I can use my		
9	research to inform plans.			I can make up a	understanding of		
ла Г		I can think about the aesthetic	I can evaluate what would	prototype first.	seasonality to select		
Yea	I can work within	qualities of my work.	improve it.		ingredients.		
	constraints.			I can work precisely			
		I can think about the	I can evaluate if different	and accurately.	I can explain how the		
	I can follow and refine	functionality of my work.	resources would have		ingredients I choose are		
	my plan if necessary.		improved my product.	I can hide joints to	produced/processed.		
				improve the look of my			
	I can justify my plan to			product.			
	someone else.						

	I can say if I would need more	I can say if my product	I can explain how to store
I can consider culture	or different information to	meet all design criteria.	the food I have made and
and society in my	make it even better.		why.
designs.		Electrical systems:	
	I can practise my evaluation	I can control a model	
I can use exploded	skills by evaluating existing	using a computing	
diagrams to show my	products against criteria whice	h control programme	
designs.	I have set.	that monitors and	
		responds to changes in	
I can use computer aided		the environment.	
designs to show my			
ideas.			