

Skill Progression in Design Technology at Key Stage 1

National Curriculum	<p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • 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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from 				
	Year1	<p>Design</p> <p>I can think of some ideas of my own.</p> <p>I can explain what I want to do.</p> <p>I can use some pictures and words to plan.</p> <p>I can describe my design by using pictures, model mock-ups and words.</p> <p>I can design a product for myself following design criteria.</p>	<p>Make</p> <p>I can explain what I am making and why.</p> <p>I can select tools and equipment to cut, shape, join and finish.</p> <p>I can describe which tools I am using and why.</p> <p>I can choose materials and explain why they are being used.</p>	<p>Evaluate</p> <p>I can talk about existing products and say what is good and not so good about them.</p> <p>I can talk about my own work linked to what I was asked to do.</p> <p>I can talk about my own work and things that other people have done.</p>	<p>Technical knowledge</p> <p>Use of materials/Construction: I can join materials in different ways.</p> <p>I can explore how to use joining, folding or rolling to make it stronger.</p> <p>Mechanisms: I can use levers or slides to make my work move.</p> <p>I can say why I have used moving parts in my work.</p>

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	Year 2	<p>Design</p> <p>I can think of some ideas of my own.</p> <p>I can explain what I want to do.</p> <p>I can use pictures and words to plan.</p> <p>I can describe my design by using pictures, model mock-ups and through information technology when appropriate.</p> <p>I can design a product for myself following design criteria.</p>	<p>Make</p> <p>I can explain what I am making and why my audience will like it.</p> <p>I can join things (materials/ components) together in different ways.</p> <p>I can choose materials and explain why they are being used depending on their characteristics.</p>	<p>Evaluate</p> <p>I can describe how existing products work.</p> <p>I can describe what went well with my work.</p> <p>I can evaluate what I would do differently if I did it again and why.</p> <p>I can judge my work against the design criteria.</p>	<p>Technical knowledge</p> <p>Use of materials/Construction: I can measure materials to use in a model or structure.</p> <p>I can make products stronger, stiffer and more stable.</p> <p>Mechanisms: I can join materials together as part of a moving product.</p> <p>I can use axels and wheels in my work.</p> <p>Textiles: I can join textiles together to make something.</p> <p>I can explain why I chose a certain textile.</p>

Skill Progression in Design Technology at Key Stage 2

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	Year 3	<p>Design</p> <p>I can show that my design meets a range of requirements.</p> <p>I can put together a plan which shows the order and also what equipment and tools I need.</p> <p>I can describe my design using an accurately labelled sketch and words.</p> <p>I can say how realistic my plan is.</p>	<p>Make</p> <p>I can use equipment and tools accurately.</p> <p>I can choose an appropriate technique to make my product.</p> <p>I can stop and think about how good my product is going to end up.</p>	<p>Evaluate</p> <p>I can say what I would change which would make my design even better.</p> <p>I can practise my evaluation skills by evaluating existing products.</p>	<p>Technical knowledge</p> <p>Textiles:</p> <p>I can explain how to join textiles and finishings in a different way.</p> <p>I can choose textiles both for their appearance and also qualities.</p> <p>I can think about the user would want when choosing textiles.</p> <p>Structures:</p> <p>I can use the most appropriate materials.</p> <p>I can measure and work accurately to make cuts and holes.</p> <p>I can join materials.</p> <p>I can shape and mould materials.</p> <p>I can think of how to make my product stable and strong.</p> <p>I can use finishing techniques.</p> <p>I can select tools suitable for a task from a given selection.</p> <p>I can assemble, join and combine components with some accuracy.</p>

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	Year 4	<p>Design</p> <p>I can come up with at least one idea about how to create my product.</p> <p>I can take account of the ideas of others when designing.</p> <p>I can produce a plan and explain it to others.</p> <p>I can suggest some improvements and say</p>	<p>Make</p> <p>I can show I am conscience of the need to produce something that will be liked by others.</p> <p>I can show a good level of expertise when using a range of tools and equipment.</p> <p>I can tell if my finished product is going to be good quality.</p>	<p>Evaluate</p> <p>I can think about how I will check if my design is successful.</p> <p>I can begin to explain how I can improve my original design.</p> <p>I can evaluate my product, thinking of both appearance and the way it works.</p>	<p>Technical knowledge</p> <p>Mechanical Systems: Levers and Linkages I can measure, cut and fold accurately.</p> <p>I can use different techniques to shape and mould materials.</p> <p>I can think about my audience when I am using finishing techniques.</p>

	<p>what was good and not so good about my original design.</p> <p>I can begin to use exploded diagrams to show my designs.</p>	<p>I can present my product in an interesting way.</p>	<p>I can practise my evaluation skills by evaluating existing products against set criteria.</p>	<p>Electrical systems: I can make a product which uses both electrical components.</p> <p>I can use a simple circuit.</p> <p>I can add things to my circuits.</p> <p>I can be confident about trying out new and different ideas.</p> <p>I can alter my product after checking it.</p> <p>I can control a model using a computing control programme.</p>	<p>and drinks to stay healthy.</p>
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	Year 5	<p>Design</p> <p>I can come up with a range of ideas after I have collected information.</p> <p>I can take a user’s view into account when designing.</p> <p>I can produce a detailed step-by-step plan.</p> <p>I can suggest some alternative plans and say what the good points</p>	<p>Make</p> <p>I can explain why my finished product is going to be of good quality.</p> <p>I can explain how my product will appeal to the audience.</p> <p>I can use a range of tools and equipment expertly.</p>	<p>Evaluate</p> <p>I can keep checking that my design is the best it can be.</p> <p>I can check whether anything could be improved.</p> <p>I can evaluate appearance and function against the original criteria.</p> <p>I can test and evaluate my final product.</p> <p>I can say if my product is fit for purpose.</p>	<p>Technical knowledge</p> <p>Textiles:</p> <p>I can devise a template/pattern.</p> <p>I can join things in different ways.</p> <p>I can make my product attractive and strong.</p> <p>I can measure carefully so as to make sure I have not made mistakes.</p>

	<p>and drawbacks are about each.</p> <p>I can use cross sectional planning to show my design.</p> <p>I can produce a prototype to show my idea.</p>			<p>Materials/Construction: I can measure precisely.</p> <p>I can use cams to create different types of movement and change the direction of movement</p> <p>I can take time to consider how I could have made</p> <p>I can make sure my product is strong and fit for purpose.</p> <p>I can take time to consider how I could have made my idea better.</p> <p>I can persevere and work at my product even if my original idea might not have worked.</p>	
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Year 6	Design	Make	Evaluate	Technical knowledge	Cooking & Nutrition
	<p>I can use a range of information to inform my design.</p> <p>I can use market research to inform plans.</p> <p>I can work within constraints.</p> <p>I can follow and refine my plan if necessary.</p> <p>I can justify my plan to someone else.</p>	<p>I can use tools and materials precisely.</p> <p>I can change the way I am working if needed.</p> <p>I can think about the aesthetic qualities of my work.</p> <p>I can think about the functionality of my work.</p>	<p>I can test and evaluate my final product.</p> <p>I can say if my product is fit for purpose.</p> <p>I can evaluate what would improve it.</p> <p>I can evaluate if different resources would have improved my product.</p>	<p>Structures:</p> <p>I can justify why I have chosen specific materials.</p> <p>I can make up a prototype first.</p> <p>I can work precisely and accurately.</p> <p>I can hide joints to improve the look of my product.</p>	<p>I can choose and prepare foods for a particular purpose within a budget.</p> <p>I can use my understanding of seasonality to select ingredients.</p> <p>I can explain how the ingredients I choose are produced/processed.</p>

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