

## Progression of Knowledge & Skills in D&T

	<b>Design</b>	<b>Make</b>	<b>Evaluate</b>	<b>Technical Knowledge</b>	<b>Cooking &amp; Nutrition</b>
<b>Year 1</b>	<p>Use pictures &amp; words to convey what they want to design</p> <p>Explore ideas by rearranging materials</p> <p>Select pictures to help develop ideas</p> <p>Use mock-ups Eg: Recycled material trial models to try out their ideas</p>	<p>Select materials from a limited range</p> <p>Explain what they are thinking</p> <p>Name the tools they are using</p>	<p>Explore existing products &amp; investigate how they have been made – including teacher-made examples</p> <p>Talk about their design as they develop &amp; identify good &amp; bad points</p> <p>Say what they like &amp; do not like about items they have made &amp; attempt to say why</p>	<p>Start to use technical vocabulary</p> <p>Cut out shapes which have been created by drawing round a template</p> <p>Join materials in a variety of ways</p> <p>Decorate using a variety of techniques</p> <p>Know some ways of making structures stronger</p> <p>Show how to stiffen some materials</p> <p>Know how to make a simple structure more stable</p> <p>Attach wheels to a chassis using an axle</p> <p>Know some different ways of making things move in a 2-D plane</p>	<p>Group familiar food products Eg: fruit &amp; Veg</p> <p>Cut &amp; chop a range of ingredients</p> <p>Work safely &amp; hygienically</p> <p>Know about the need for a variety of foods in a diet</p>
<b>Year 2</b>	<p>Propose more than 1 idea for their product</p> <p>Use Computing to communicate ideas</p> <p>Use drawings to record ideas as they are developed</p> <p>Add notes to drawings to help explanations</p>	<p>Discuss their work as it progresses</p> <p>Select &amp; name the tools needed to work the materials</p> <p>Explain which materials they are using &amp; why</p>	<p>Decide how existing products do/do not achieve their purpose</p> <p>Discuss how closely their finished product meets their own design criteria</p>	<p>Cut, peel, grate &amp; chop a range of ingredients</p> <p>Work safely &amp; hygienically</p> <p>Know about the EatWell Plate</p> <p>Understand where food comes from</p>	

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<b>Year 3</b>	<p>Develop more than 1 design or adaptation of an initial design</p> <p>Plan a sequence of actions to make a product</p> <p>Think ahead about the order of their work &amp; decide upon tools &amp; materials</p> <p>Propose realistic suggestions as to how they can achieve their design ideas</p>	<p>Select from a range of tools for cutting, shaping, joining &amp; finishing</p> <p>Use tools with accuracy</p> <p>Select from materials according to their functional properties</p> <p>Use appropriate techniques</p>	<p>Investigate similar products to the one to be made to give starting points for a design</p> <p>Research needs of user</p> <p>Decide which design idea to develop</p> <p>Consider &amp; explain how the finished product could be improved</p> <p>Discuss how well the finished product meets the user's design criteria</p> <p>Investigate key events &amp; individuals in D&amp;T</p>	<p>Use an increasingly appropriate technical vocabulary for tools, materials &amp; their properties</p> <p>Understand seam allowance (textiles)</p> <p>Prototype a product</p> <p>Sew on buttons &amp; make loops</p> <p>Strengthen frames with diagonal struts – Jinx</p> <p>Measure &amp; mark square section, strip &amp; dowel accurately to 1cm</p> <p>Incorporate a circuit into a model</p> <p>Use electrical systems such as switches, bulbs &amp; buzzers</p> <p>Use IT to control products</p> <p>Use linkage to make movement larger or more varied</p>	<p>Make healthy eating choices – use the EatWell plate</p> <p>Understand seasonality</p> <p>Know where &amp; how ingredients are reared &amp; caught</p> <p>Prepare &amp; cook using different cooking techniques</p>
<b>Year 4</b>	<p>Record the plan by drawing using annotated sketches</p> <p>Use prototypes to develop &amp; share ideas</p> <p>Consider aesthetic qualities of materials chosen</p>	<p>Prepare pattern pieces as templates for their design</p> <p>Select from techniques for different parts of the process</p>	<p>Draw/sketch existing products in order to analyse &amp; understand how products are made</p> <p>Identify the strengths &amp; weaknesses of their design ideas in relation to the purpose or user</p> <p>Consider &amp; explain how the finished product could be improved</p> <p>Investigate key events &amp; individuals in D&amp;T</p>		

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<b>Year 5</b>	<p>Record ideas using annotated diagrams</p> <p>Use models, kits &amp; drawings to help formulate design ideas</p> <p>Sketch &amp; model alternative ideas</p> <p>Decide which design ideas to develop</p>	<p>Develop 1 idea in depth</p> <p>Select from &amp; use a wide range of tools</p> <p>Cut accurately &amp; safely to a marked line</p> <p>Select from &amp; use a wide range of materials</p>	<p>Research &amp; evaluate existing products</p> <p>Consider user &amp; purpose</p> <p>Consider &amp; explain how the finished product could be improved related to design criteria</p> <p>Investigate key events &amp; individuals in D&amp;T</p>	<p>Use the correct vocabulary appropriate to the project</p> <p>Join materials using appropriate methods</p> <p>Create 3-D textile products using pattern pieces</p> <p>Understand pattern layout with textiles</p>	<p>Join &amp; combine a widening range of ingredients</p> <p>Select &amp; prepare food for a particular purpose</p> <p>Know where &amp; how ingredients are grown &amp; processed</p>
<b>Year 6</b>	<p>Plan the sequence of work</p> <p>Devise step by step plans which can be read/followed by someone else</p> <p>Use exploded diagrams &amp; cross-sectional diagrams to communicate ideas</p>	<p>Make prototypes</p> <p>Use researched information to inform decisions</p> <p>Produce detailed lists of ingredients, components, materials &amp; tools</p> <p>Refine their product – review &amp; rework to improve</p>	<p>Identify the strengths &amp; weaknesses of their design ideas</p> <p>Report using correct technical vocabulary</p> <p>Discuss how well the finished product meets the design criteria having tested on or discussed outcomes with the user</p> <p>Understand how key people have influenced design in a variety of contexts</p> <p>Investigate key events &amp; individuals in D&amp;T</p>	<p>Cut strip wood, dowel &amp; square section wood accurately to 1mm</p> <p>Build frameworks to support mechanisms</p> <p>Stiffen &amp; reinforce complex structures</p> <p>Use mechanical systems such as cams, pulleys &amp; gears</p> <p>Use electrical systems such as motors &amp; switches</p> <p>Program, monitor &amp; control using IT</p>	<p>Understand &amp; apply the principles of a healthy &amp; varied diet</p> <p>Choose ingredients to support healthy eating choices when designing their food products</p> <p>Prepare &amp; cook a variety of mostly savoury dishes using a range of cooking techniques</p>