**Progression of Skills and Knowledge in Design and Technology**



Hawkinge Primary School

The national curriculum for design and technology aims to ensure that all pupils:

♣ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

♣ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

♣ critique, evaluate and test their ideas and products and the work of others

♣ understand and apply the principles of nutrition and learn how to cook.

Programme of study must include a range: structure, textiles, mechanisms and mechanical systems, electrical systems, cookery and nutrition, architecture.

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|  | Design | Make | Evaluate | Technical Knowledge |
| EYFS | * I can begin to use the language of designing and making, e.g. join, build and shape * I can learn about planning and adapting initial ideas to make them better | * I can learn to construct with a purpose in mind * I can select tools and techniques needed to shape, assemble and join materials * I can begin to understand some of the tools, techniques and processes involved in food preparation | * I can begin to talk about changes made during the making process, e.g. making a decision to use a different joining method | * I can learn how to use a range of tools, e.g. scissors, hole punch, stapler, rolling pins, pastry cutters * I can learn how everyday objects work by dismantling things. * I have basic hygiene awareness. |
| KS1 | Y1   * I can explain to some else how I want to make my product * I can make a simple plan before making   Y2   * I can think of an idea and plan what to do next | Y1   * I can use my own ideas to make something * I can cut food safely * I can make a product which moves * I can choose appropriate resources and tools   Y2   * I can choose tools and materials and explain why I have chosen them * I can join materials and components in different ways | Y1   * I can explain what went well with my work   Y2   * I can explain what went well with my work | Y1   * I can describe how something works * I can make my model stronger * I can cut food safely   Y2   * I can explain why I have chosen specific textiles * I can measure materials to use in a model or structure * I can describe the ingredients I am using |
| LKS2 | Y3   * I can prove that my design meets some set criteria * I can design a product and make sure that it looks attractive   Y4   * I can use ideas from other people when designing * I can produce a plan and explain it | Y3   * I can follow a step-by-step plan, choosing the right equipment and materials * I can select the most appropriate tools and techniques for a given task * I can make a product which uses both electrical and mechanical components * I can work accurately to measure, make cuts and makes holes   Y4   * I can present a product in an interesting way * I can persevere and adapt my work when my original ideas do not work | Y3   * I can evaluate and suggest improvement for my designs   Y4   * I can evaluate and suggest improvement for my designs * I can evaluate products for both their purpose and appearance * I can explain how I have improved my original design | Y3   * I can choose a textile for both its suitability and its appearance * I can describe how food ingredients come together   Y4   * I can measure accurately * I know how to be both hygienic and safe when using food |
| UKS2 | Y5   * I can come up with a range of ideas after collecting information from different sources * I can produce a detailed, step-by-step plan * I can suggest alternative plans; outlining the positive features and drawbacks * I can explain how a product will appeal to an audience   Y6   * I can use market research to inform my plans and ideas * I can justify my plans in a convincing way * I can show that I consider culture and society in my plans and designs | Y5   * I can make a prototype before I make a final version   Y6   * I can follow and refine my plans | Y5   * I can evaluate appearance and function against original criteria   Y6   * I show that I can test and evaluate my products * I can evaluate my product against clear criteria | Y5   * I can use a range of tools and equipment competently * I show that I can be both hygienic and safe in the kitchen   Y6   * I can explain how products should be stored and give reasons * I can work within a budget |