**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.
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| 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
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| 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
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| 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
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