

Design and Technology Progression of Skills

| Designing | | | | | |
|--|---|--|---|---|--|
| Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Do they use own ideas to design something and describe how their own idea works? Can they design a product which moves? Can they explain to someone else how they want to make their product and make a simple plan before making? | Can they think of an idea and plan what to do next? Can they explain why they have chosen specific textiles? | Can they prove that a design meets a set criteria? Can they design a product and make sure that it looks attractive? Do they choose a material for both its suitability and its appearance? | Do they use ideas from other people when designing? Can they produce a plan and explain it? Do they persevere and adapt work when original ideas do not work? Can they communicate ideas in a range of ways, including by sketches and drawings which are annotated? | Do they come up with a range of ideas after collecting information from different sources? Can they produce a detailed plan? Can they explain how a product will appeal to a specific audience? | Do they use market research to inform plans and ideas? Can they follow and refine original plans? Do they justify planning in a convincing way? Can they show that culture and society is considered in plans and designs? |
| Making | | | | | |
| Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Do they use their own ideas to make something? Can they make a product which moves? Do they choose appropriate resources and tools? | Can they choose tools and materials and explain why they have chosen them? Do they join materials and components in different ways? Do they measure materials to use in a model or structure? | Can they follow a step-by-step plan, choosing the right equipment and materials? Do they select the most appropriate tools and techniques for a given task? Can they work accurately to measure, make cuts and make holes? | Do they know which tools to use for a particular task and show knowledge of handling the tool? Do they know which material is likely to give the best outcome? Can they measure accurately? | Do they use a range of tools and equipment competently? Can they make a prototype before making a final version? | Do they know which tool to use for a specific practical task? Do they know how to use any tool correctly and safely? Do they know what each tool is used for? Can they explain why a specific tool is best for a specific action? |

Design and Technology Progression of Skills

| Evaluating | | | | | |
|---|---|--|---|---|---|
| Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Can they describe how something works? Can they explain what works well and not so well in the model they have made? | Can they explain what went well with their work? Can they explain how to improve a finished model? | Can they explain how to improve a finished model? Do they know why a model has, or has not, been successful? | Can they evaluate and suggest improvements for design? Can they evaluate products for both their purpose and appearance? Can they explain how the original design has been improved? Do they present a product in an interesting way? | Can they suggest alternative plans; outlining the positive features and draw backs? Can they evaluate appearance and function against original criteria? | Do they know how to test and evaluate designed products? Can they explain how products should be stored and give reasons? Can they evaluate product against clear criteria? |
| Technical Knowledge | | | | | |
| Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Can they make their own model? | Do they use wheels and axles, when appropriate to do so? | Do they know how to strengthen a product by stiffening a given part or reinforce a part of the structure? Can they use a simple IT program within the design? | Do they link scientific knowledge to their design? Can they use a simple IT program within the design? | Do they link scientific knowledge to their design? Do they use a more complex IT program to help enhance the quality of the product produced? | Do they know which IT product would further enhance a specific product? Do they use their own knowledge to improve a made product? |

Design and Technology Progression of Skills

| Food | | | | | |
|---------------------------|---|--|--|---|--|
| Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Can they cut food safely? | Can they weigh ingredients to use in a recipe? Can they describe the ingredients used? | Can they describe how food ingredients come together? Can they weigh out ingredients and follow a given recipe to create a dish? Can they talk about which food is healthy and which food is not? Do they know when food is ready for harvesting? | Do they know how to be both hygienic and safe when using food? Do they bring a creative element to the food product being designed? | Can they be both hygienic and safe in the kitchen? Do they know how to prepare a meal by collecting the ingredients in the first place? Do they know which season various foods are available for harvesting? | Can they explain how food ingredients should be stored and give reasons? Can they work within a budget to create a meal? Do they understand the difference between a savoury and sweet dish? |