



Our Design and Technology Adventure



Progression of Knowledge and Skills in Design and Technology

Skills in evaluating current technology, planning, making and evaluating their own work runs through all units of work. Children will have the opportunity to work on their own, and collaboratively with others, to work on projects to develop their technical knowledge of structures, mechanism and cooking & nutrition. They will have the opportunity to evaluate past and present design and technology and develop a critical understanding of its impact on daily life and the wider world.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	<p>Suggest ideas by drawing on their own and other people's experiences and explain what they are going to do</p> <p>Identify a purpose or target group for what they intend to design and make.</p> <p>Develop their design ideas through discussion, observation , drawing and modelling</p> <p>Create initial ideas and modify as required.</p> <p>Make simple drawings and label parts</p> <p>Discuss where they have been successful and what could be improved.</p>	<p>Identify a purpose and establish criteria for a successful product.</p> <p>Generate ideas, considering the proposed user.</p> <p>Develop a clear idea of what has to be done and the order it needs to be done in, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p> <p>Make labelled drawings from different views showing specific features</p> <p>Evaluate products and identify criteria that can be used for their own designs</p>	<p>Communicate their ideas through detailed labelled drawings or mind mapping</p> <p>Develop a design specification including annotations about purpose.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p>Use results of investigations, information sources, including ICT when developing design ideas</p>			

<p>Working with tools, equipment, materials and components to make quality products (inc-food)</p>	<p>Make their design using appropriate techniques and tools. Use accurate vocabulary associated with the task.</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>Use some simple tools safely and appropriately e.g.</p> <p>Assemble, join and combine materials and components in order using a variety of temporary methods e.g. glues or masking tape</p> <p>Choose and use appropriate finishing techniques</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p>	<p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Use finishing techniques that strengthen and improve the appearance of their product using a range of equipment including ICT</p> <p>Demonstrate hygienic food preparation and storage.</p>	<p>Select appropriate materials, tools and techniques</p> <p>Use a wider variety of skills, tools, techniques and equipment safely and accurately</p> <p>Assemble more complex components to make final product using a wider variety of permanent joining techniques</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product Select appropriate tools, materials, components and techniques</p> <p>Weigh and measure accurately and independently (time, dry ingredients, liquids)</p> <p>Make modifications as they go along in light of tests and feedback</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p>
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<p>Evaluating processes and products</p>	<p>Evaluate against their design criteria including discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose both during and at the end of the assignment</p> <p>Disassemble and evaluate familiar products</p> <p>Evaluate their products carrying out appropriate tests.</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p> <p>Complete self and peer evaluations for final product.</p>
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