



Progression in Design Technology

Progression in Design Technology	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Build a house / Fruit Salad	Make a crown / Vegetable Salads	Volcano / Dips and Dippers	Roman Mosaics / Coleslaw	Tudor Shields / Fruit Yoghurts	Periscope / Pitta Pizzas
Design	<u>Plan</u> Make comments about what they are going to design or cook use own ideas to design something and describe how their own idea works <u>Generate</u> Come up with ideas for a product and express why they like it explain to someone else how they want to make their product and make a simple plan before making <u>Draw</u> Trace around simple shapes to reproduce symbols <u>Develop</u> With support, discuss their design.	<u>Plan</u> Give a brief overview of their plans using some DT vocabulary Think of an idea and plan what to do next <u>Generate</u> Make comments about the function and purpose of their product, and its personal appeal <u>Draw</u> Draw a simple diagram and begin to annotate designs <u>Develop</u> explain why they have chosen specific materials for their design	<u>Plan</u> Explain verbally their plans, linking to techniques and using DT vocabulary <u>Generate</u> Refer to research while talking about their product <u>Draw</u> Draw sketches at different points of the design process <u>Develop</u> Politely discuss their peers' work Willingness to alter and/or restart desi	<u>Plan</u> Explain their plans in some detail, and in writing, making reference to techniques and materials/ ingredients Research and use ideas from other people when designing <u>Generate</u> Use research to justify the appeal of their product, and the innovativeness of their design <u>Draw</u> Draw a plan or sketch from a description Draw simple diagrams without much guidance <u>Develop</u> Start to suggest how their peers can improve their work Desire to alter and/or restart designs.	<u>Plan</u> Plan designs in detail, with reference to other designs and materials they have studied come up with a range of ideas after collecting information from different sources <u>Generate</u> Make comments about how their product might be altered to appeal to other groups <u>Draw</u> Make an accurate design sketch <u>Develop</u> Make reasonable suggestions for how their peers might improve their work.	<u>Plan</u> Plan in detail linking to what they have studied and explaining their choice use market research to inform plans and ideas <u>Generate</u> Make sophisticated comments about the limitations of the function and purpose of their product, with reference to different audiences <u>Draw</u> Make an accurate design sketch with high precision level of accuracy <u>Develop</u> Constructively critique their peers' work and help with the improvements if appropriate.



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Make	Construct something with materials that are supplied for them <u>Tools</u> choose appropriate resources and tools for their work	Select from materials that are supplied for them join materials and components in different ways measure materials to use in a model or structure <u>Tools</u> choose tools and materials and explain why they have chosen them	Work creatively with a range of materials, with some control Follow a step-by-step plan, choosing the right equipment and materials Work accurately to measure, make cuts and make holes <u>Tools</u> select the most appropriate tools and techniques for a given task	Request certain materials or ingredients know which material is likely to give the best outcome measure accurately <u>Tools</u> know which tools to use for a particular task and show knowledge of handling the tool	Request other materials and give reasons why make a product that relies on pulleys or gears <u>Tools</u> use a range of tools and equipment competently make a prototype before making a final version	Request other materials and give reasons why know what each tool is used for explain why a specific tool is best for a specific action <u>Tools</u> know which tool to use for a specific practical task know how to use any tool correctly and safely
Evaluate	Complete a simple evaluation	Complete an evaluation	Evaluation and relate products to their design criteria	Evaluation and link their own design and product to their function and purpose	Evaluation and verbalise other opinions politely and follow advice	Evaluation and suggest improvements to own and others design if appropriate
Technical Knowledge	make their own model stronger	make a model stronger and more stable	know how to strengthen a product by stiffening a given	links scientific knowledge by using lights, switches or buzzers	links scientific knowledge to design by using pulleys or gears	know which IT product would further enhance a specific product



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			part or reinforce a part of the structure	use IT, where appropriate, to add to the quality of the product	use knowledge to improve a made product by strengthening, stiffening or reinforcing	use knowledge to improve a made product by strengthening, stiffening or reinforcing
Food Technology	cut food safely with an adult Know where our food comes from – food origins	Cut food safely, using garters and peelers with support when needed Describe where our food comes from – underground or below ground	Cut food safely, using garters and peelers with some independence Describe food seasonality know when food is ready for harvesting	Cut food safely and independently using graters and peelers independently Know how food gets from the farm to our fork know how to be both hygienic and safe when using food bring a creative element to the food product being designed	Cut food safely and independently using graters and peelers in a variety of ways be both hygienic and safe in the kitchen know which season various foods are available for harvesting Know where our food comes from on a map	Cut food safely and independently using graters and peelers in a variety of ways, knowing the best method for the recipe Explain how food ingredients should be stored give reasons why we should work within a budget to create a meal understand the difference between a savoury and sweet dish