



Design and Technology: Progression in skills

Area	Y1	Y2	Y3	Y4	Y5	Y6
Designing- understanding context, users and purposes	Use simple design criteria; state what their products are, who and what they are for and how they will work.	Use simple design criteria; state what their products are, who and what they are for and how they will work.	Gather information about the user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they will work.	Gather information about the user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they will work.	Carry out research; develop simple design specification; describes the user, purpose and design of their products and explain how they will work.	Carry out research; develop simple design specification; describes the user, purpose and design of their products and explain how they will work.
Designing-Generating, developing, modelling and communicating ideas	Generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate, computers.	Generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate, computers.	Generate realistic ideas based on user needs; use a range of drawing skills, discussion, prototypes pattern pieces and CAD	Generate realistic ideas based on user needs; use a range of drawing skills, discussion, prototypes pattern pieces and CAD	Generates innovative ideas drawing on research; uses a range of drawing skills, discussion, prototypes, pattern pieces and CAD	Generates innovative ideas drawing on research; uses a range of drawing skills, discussion, prototypes, pattern pieces and CAD
Making-Planning	Plan by suggesting what to do next; select from a range of tools, equipment, materials and components.	Plan by suggesting what to do next; select from a range of tools, equipment, materials and components.	Order the main stages of making select suitable tools, equipment, materials and components and explain their choices.F	Order the main stages of making select suitable tools, equipment, materials and components and explain their choices.F	Formulate a list of resources needed and step by step plans. Select suitable tools, equipment, materials and	Formulate a list of resources needed and step by step plans. Select suitable tools, equipment, materials and

					components and explain their choices.	components and explain their choices.
Making- Practical skills and techniques	Follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components.	Follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components.	Follow procedures for safety and hygiene; use a wider range of materials and components Measure, mark, cut out, shape, assemble, join, combine and finish with some accuracy.	Follow procedures for safety and hygiene; use a wider range of materials and components Measure, mark, cut out, shape, assemble, join, combine and finish with some accuracy.	Follow procedures for safety and hygiene. Use a wide range of materials and components. Measure, mark out , shape, assemble, join combine and finish with accuracy.	Follow procedures for safety and hygiene. Use a wide range of materials and components. Measure, mark out , shape, assemble, join combine and finish with accuracy.
Evaluating-Own ideas and products	Make simple judgements about their products and ideas against design criteria	Make simple judgements about their products and ideas against design criteria	evaluate their ideas and products against their design criteria	evaluate their ideas and products against their design criteria	Identify strengths and areas to develop in their ideas and products against their own design specification. Consider the views of others to make improvements.	Identify strengths and areas to develop in their ideas and products against their own design specification. Consider the views of others to make improvements.

<p>Evaluating-existing products</p>	<p>Explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them.</p>	<p>Explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them.</p>	<p>investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used and how well they work.</p>	<p>investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used and how well they work.</p>	<p>Investigate how well products have been designed and made, whether they are fit for purpose and meet user needs: why materials have been chosen, the methods of construction used, how well they work and how innovative and sustainable they are.</p>	<p>Investigate how well products have been designed and made, whether they are fit for purpose and meet user needs: why materials have been chosen, the methods of construction used, how well they work and how innovative and sustainable they are.</p>
<p>Key events and individuals</p>			<p>know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>	<p>know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>	<p>Know about inventors, designers, chefs and manufacturers who have developed ground breaking products.</p>	<p>Know about inventors, designers, chefs and manufacturers who have developed ground breaking products.</p>
<p>Technical knowledge – making products work</p>	<p>know about the simple working characteristics of materials and components, the movement of simple mechanisms, how freestanding structures can be made stronger, stiffer and more stable; use the</p>	<p>know about the simple working characteristics of materials and components, the movement of simple mechanisms, how freestanding structures can be made stronger, stiffer and more stable; use the</p>	<p>know that materials have functional and aesthetic qualities; that systems have an input, process and output; how to program a computer to control their products; how to make strong, stiff shell structures; use</p>	<p>know that materials have functional and aesthetic qualities; that systems have an input, process and output; how to program a computer to control their products; how to make strong, stiff shell structures; use</p>	<p>Knows that materials have functional and aesthetic qualities: that systems have an input, process and an output: how to program a computer to control and monitor their products: how to reinforce and</p>	<p>Knows that materials have functional and aesthetic qualities: that systems have an input, process and an output: how to program a computer to control and monitor their products: how to reinforce and</p>

	correct technical vocabulary.	correct technical vocabulary.	the correct technical vocabulary	the correct technical vocabulary	strengthen a framework and use the correct technical vocabulary.	strengthen a framework and use the correct technical vocabulary.
Cooking and nutrition- where food is from	Know that food comes from plants or animals and that it is farmed or caught.	Know that food comes from plants or animals and that it is farmed or caught.	Know that food is grown, reared and caught in the UK, Europe and the wider world.	Know that food is grown, reared and caught in the UK, Europe and the wider world.	Know that food is grown, reared and caught in the UK, Europe and the wider world and that seasons may affect the food that is available; how food is processed into ingredients.	Know that food is grown, reared and caught in the UK, Europe and the wider world and that seasons may affect the food that is available; how food is processed into ingredients.
Cooking and Nutrition- Food preparation, cooking and nutrition.	Know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups; know that everyone should eat at least five portions of fruit and vegetables a day.	Know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups; know that everyone should eat at least five portions of fruit and vegetables a day.	know how to prepare a variety of dishes safely and hygienically; that a healthy diet is made from a variety and balance of different food and drink; that food and drink are needed to provide energy for the body.	know how to prepare a variety of dishes safely and hygienically; that a healthy diet is made from a variety and balance of different food and drink; that food and drink are needed to provide energy for the body.	Know how to cook a variety of dishes safely and hygienically using a heat source and that different foods contain nutrients, water and fibre that are needed for health.	Know how to cook a variety of dishes safely and hygienically using a heat source and that different foods contain nutrients, water and fibre that are needed for health.