

Design Technology Skill Progression EYFS

	Designing	Making	Evaluating	Technical knowledge
EYFS	<ul style="list-style-type: none"> • Begin to use the language of designing and making, e.g. join, build and shape. • Learning about planning and adapting initial ideas to make them better. 	<ul style="list-style-type: none"> • To learn to construct with a purpose in mind. -Selects tools and techniques needed to shape, assemble and join materials. • To begin to understand some of the tools, techniques and processes involved in food preparation. -Children have basic hygiene awareness. 	<ul style="list-style-type: none"> • Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method. 	<ul style="list-style-type: none"> • To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. • Learn how everyday objects work by dismantling things.

Key Vocabulary	Join, build, make, plan, draw, ideas, glue, attach, strong, weak, tools, glue, bake, mix, cut, roll,
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Key themes	

Design Technology Skill Progression Year 1 & 2

	Designing	Making	Evaluating	Technical knowledge
Year 1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing and templates. To use the basic principles of a healthy diet to prepare dishes. To understand where food comes from 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). To use the basic principles of healthy varied diets to prepare dishes. To understand where food comes from. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To explore and evaluate a range of existing products. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To build structures exploring how they can be made stronger, stiffer and more stable.
Year 2	<ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing and templates and mockups and where possible use computer software. 	<ul style="list-style-type: none"> To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. To use the basic principles of healthy varied diets to prepare dishes. To understand where food comes from. 	<ul style="list-style-type: none"> To explore and evaluate a range of existing products and evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> To explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.

Key Vocabulary	<p>Year 1- function, join, template, develop, textile, evaluate, model, structure, make, material, mechanism, draw, tool, build, product, computer, design, cut, shape, cooking, equipment, practical, mockup, finish, ingredients, construct, sew, knit, weave, hinge, sketch, drill, screw.</p>	<p>Year 2 - process, research, purchase, evidence, create, similar, benefit, estimate, comment, link, sequence, label, predict, error, draft, image, unique, adapt, innovation, select, design.</p>
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Key themes	<p>Mechanisms/Structures/Cooking/Textiles</p>
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Design Technology Skill Progression Year 3 & 4

	Designing	Making	Evaluating	Technical knowledge
Lower Key Stage 2	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Share and clarify ideas through discussion. Use annotated sketches, cross-sectional drawing and diagrams. Investigate who designed and made products, where and how they were made, how well they are made and if they fulfill the needs and wants of the user. Investigate designers who have influenced the way we live today through good design. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Use a wider range of materials and components including construction kits. Assemble, join and combine materials with some accuracy and apply finishing techniques. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to adapt and improve their work Refer back and adapt and improve as they make. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages or pneumatic systems create movement) Understand how simple electrical circuits and components can be used. Understand how to program a computer to control their products.

Key Vocabulary	Creative, technical, practical, evaluate, nutrition, purposeful, functional, appealing, mock-ups, criteria, select, components, explore, mechanisms, research, innovative, fit for purpose, annotated, linear.
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Key themes	Materials/Mechanical/Textiles/Food/Electrical
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Design Technology Skill Progression Year 5 & 6

	Designing Developing, planning and communicating ideas	Making Working with tools, equipment, materials and components to make quality products including food	Evaluating Evaluating processes and products	Technical knowledge
Upper Key Stage 2	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Carry out research, using surveys, interviews, questionnaires and web based resources. Generate innovative ideas, share and clarify ideas through discussion and make decisions taking into account constraints of time, resources and cost. Use annotated sketches, cross-sectional drawing and diagrams and computer aided design. Investigate who designed and made products, where and how they were made, how well they are made and if they fulfill the needs and wants of the user. Investigate designers who have influenced the way we live today through good design. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Use a wider range of materials and components including construction kits. Assemble, join and combine materials with some accuracy and apply finishing techniques. Use techniques that involve a number of steps. Demonstrate resourcefulness, e.g. making refinements. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to adapt and improve their work Refer back and adapt and improve as they make. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages or pneumatic systems create movement) Understand how simple electrical circuits and components can be used. Understand how to program a computer to control their products.
Key Vocabulary	Deduction, illustrated, technique, sequence, predicted, hypothesis, alter, energy, draft, precise, adjustment, facilitate, assigned, objective, cooperative, definite, comprise			
Key themes	Materials/Mechanical/Textiles/Food/Electrical			