

Key Stage 1 Design and Technology Progression: Being a designer

Year 1	Year 2
Pupils should be taught:	
Design	
I think of ideas and with help, can put them into practice. I can describe how something works. I use pictures and words to make a simple plan before making.	I think of ideas and plan what to do next, based on what I know about materials and components. I use models, pictures and words to describe my designs.
Make	
I can use my own ideas to make something. I can make a product using different equipment. I can select the equipment I need and use the appropriate tools. I can join materials to make my model.	I can measure materials to use in a model or structure. I can join materials and components in different ways. I select the appropriate tools, techniques and materials, explaining my choices. I can use simple finishing techniques to make my product attractive.
Evaluate	
I can explain to someone else how I want to make my product. I can choose appropriate resources and tools. I can say what I like and don't like about my product.	I can explain what went well with my work and what did not. I can explain why I have chosen specific materials, according to their properties. I can say if my finished product met my design criteria.
Technical knowledge	
Mechanisms; I have made a product that moves using a lever or a hinge (to make a movement) Structures; I can make materials for my structure stronger by folding, joining or rolling.	Mechanisms; I have made a product that moves using wheels and axels. I can cut materials using scissors and saws. Structures; My structures use materials that are strong Textiles; I use accurate measurements in cm. I use scissors precisely when cutting out. I join textiles using glue, staples, tying or a simple stitch.
Cooking and Nutrition	
I understand where certain foods come from. I can group familiar food products (such as fruit and vegetables.) I cut ingredients safely. I have made a food product (that does not require a heat source). I can work hygienically, (wash hands and keep tables clean). I talk about my own and others' work.	I can group food into the groups of the Eatwell Plate. I prepare food safely (peel, chop, and grate). I can work hygienically and can describe what this means. I can prepare a simple dish that does not require a heat source. I weigh or measure my ingredients accurately using cups or scales. I describe the properties of the food ingredients: taste, smell, texture, and consistency. I recognise what I have done well in my work. I suggest things I could do in the future.

Key Stage 2 Design and Technology Progression: Being a Designer

Year 3	Year 4	Year 5	Year 6
Design			
I can research and develop design criteria to inform my designs, which are fit for purpose, innovative and appealing. I develop and communicate my ideas through discussion and annotated sketches.	I can research and develop design criteria to inform my designs, which are fit for purpose, innovative and appealing. I use cross-sections and exploded diagrams to develop and communicate my ideas.	I can research and develop design criteria to inform my designs, which are fit for purpose, innovative and appealing. I use prototypes, patterns pieces and computer-aided design to develop and communicate my ideas.	I can research and develop design criteria to inform my designs, which are fit for purpose, innovative and appealing. I choose and generate prototypes, patterns pieces and computer-aided design to develop and communicate my ideas.
Make			
I use a range of tools and equipment to perform practical tasks. I use a range of materials and components relevant to the design requirements. I can make I can make a product which is fit for purpose	I use a wider range of tools and equipment to perform practical tasks. I use a wider range of materials and components relevant to the design requirements. I can make a product which is fit for purpose	I select from and use a wider range of tools and equipment to perform practical tasks. I select and use a wider range of materials and components relevant to the design requirements. I can make a product fit for purpose	I select from and use a wider range of tools and equipment to perform practical tasks accurately. I select and use a wider range of materials and components according to their functional properties and aesthetic qualities. I can make a product which is fit for purpose
Evaluate (against progressive skills)			
I can begin to investigate and evaluate a range of existing products. I can evaluate my ideas and products against my own design criteria and begin to consider the views of others. I can begin to make a suggestion as to how I can improve I understand how key events and individuals in design and technology have helped shape the world	I can investigate and evaluate a range of existing products. I can evaluate my ideas and products against my own design criteria and consider the views of others. I can make some suggestions as to how I can improve my product I understand how key events and individuals in design and technology have helped shape the world.	I can investigate a range of existing products and begin to analyse and evaluate their purpose I can evaluate my ideas and products against my own design criteria and consider the views of others. I can make suggestions as to how I can improve and show an improvement made I understand how key events and individuals in design and technology have helped shape the world.	I can investigate and analyse a range of existing products and analyse and evaluate their purpose I can evaluate my ideas and products against my own design criteria and consider the views of others. I can make different suggestions as to how I can improve my product and show some improvements made I understand how key events and individuals in design and technology have helped shape the world.
Technical Knowledge			
I understand how to strengthen, stiffen and reinforce more complex structures. I use mechanical systems in my products (pulleys and levers)	I use electrical systems in my products (series circuits, incorporating switches, bulbs and buzzers). I select the appropriate textiles for my product. I use stitching to create a product that is fit for purpose.	I apply my understanding of how to strengthen, stiffen and reinforce more complex structures. I understand how to use mechanical systems in my products (gears and cams)	I select and understand how to use electrical systems in my products (series circuits, incorporating switches, bulbs, buzzers and motors). I join textiles using, stitching, embroidering and plating to make a product fit for purpose.
Cooking and Nutrition (age appropriate and linked to other subject areas within our school curriculum)			
I understand the principles of a healthy diet. I can prepare a savoury dish using some cooking techniques. I understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed and use these in my food	I understand and can begin to apply the principles of a healthy diet. I can prepare a savoury dish using a range of cooking techniques. I understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed and use these in my food	I understand and can apply the principles of a healthy and varied diet. I can prepare and cook a savoury dish using a range of cooking techniques. I understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed and use these in my food	I understand and apply the principles of a healthy and varied diet and apply my understanding of nutrition I prepare and cook a savoury dish using a wide range of cooking techniques and skills I understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

