



Swalecliffe Community Primary School
Child First, Pupil Second

DESIGN AND TECHNOLOGY - Progression of Skills and Knowledge

Year Group	Design	Make	Evaluate	Tech Knowledge
Year 6	<ul style="list-style-type: none"> I can generate, develop, model and communicate ideas through annotated cross sectional and exploded diagrams, prototypes and computer aided design. I can use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at a particular individual or group. I can conduct market research and show awareness of my design's USP. I can work within a budget. 	<ul style="list-style-type: none"> I can prepare and cook in a real kitchen environment a spicy dish using a range of techniques. I have use of skills to build a prototype or model of a product. 	<ul style="list-style-type: none"> I can analyse how previous designers came up with a design to solve a lifestyle problem. I can refine my plans and suggest improvements. I can test and evaluate my product. 	<ul style="list-style-type: none"> I can apply the principles of a healthy and varied diet. I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.
Year 5	<ul style="list-style-type: none"> I can generate, develop, model and communicate my ideas through discussion and annotated sketches. I can research to develop my design criteria which will 	<ul style="list-style-type: none"> I can prepare and cook a variety of savoury dishes using a range of cooking techniques. I can choose a wider range of tools and equipment to 	<ul style="list-style-type: none"> I understand how key events and individuals in design and technology have helped to shape the world. CAD 	<ul style="list-style-type: none"> I can apply the principles of a healthy and varied diet. I understand and can use mechanical systems in my design (pulleys, levers).

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	<p>ensure my product is functional and fit for consumer purpose.</p>	<p>perform practical tasks accurately.</p> <ul style="list-style-type: none"> I can think about the uses and look of materials and components when I choose what to use. 	<ul style="list-style-type: none"> I can suggest alternative plans outlining positive features and drawbacks of my design. 	<ul style="list-style-type: none"> I can apply my understanding of computing to program, monitor and control products. I know where and how a variety of ingredients are reared, caught, grown and processed. I understand how seasonality affects availability of ingredients.
Year 4	<ul style="list-style-type: none"> I can research to develop my design criteria which will ensure my product is innovative and fit for purpose. I can generate, develop, model and communicate my ideas through discussion, annotated sketches, prototypes and pattern pieces. 	<ul style="list-style-type: none"> I can use electrical systems in my products (series circuits, switches, buzzers and bulbs). I can select from and use a wider range of tools and equipment. I can prepare and cook a savoury dish; peeling, dicing and slicing with improved control. I can select from and use a range of fabrics according to their functional properties and aesthetic qualities. 	<ul style="list-style-type: none"> I can investigate and evaluate a range of existing products. I can understand how key events and individuals have helped to shape the world. I can persevere and adapt my design when my original ideas do not work. I can explain how I have improved my original design and why. 	<ul style="list-style-type: none"> I can apply the principles of a healthy and varied diet. I know where and how a variety of ingredients are grown and reared on farms.

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Year 3	<ul style="list-style-type: none"> I can generate, develop, model and communicate my ideas through discussion and annotated sketches. I can use research to develop design criteria for a functional and appealing product. 	<ul style="list-style-type: none"> I can prepare and cook vegetables to make soup – peeling, chopping, dicing and slicing. I can accurately measure materials. I can cut/join using simple tools. I can select materials for their suitability and appearance. I can select the most appropriate tools and techniques for a given task. 	<ul style="list-style-type: none"> I can evaluate ideas and products against own design criteria and consider the views of others to improve my work. 	<ul style="list-style-type: none"> I understand and can use the principles of a healthy and varied diet. I can apply understanding to strengthen and reinforce a product. I understand and use mechanical systems in my products (pneumatics). I can apply my understanding of computing to program, monitor and control products. I am beginning to understand how seasonality affects my choice of ingredients.
Year 2	<ul style="list-style-type: none"> I can investigate and make prototypes of vehicles. I can select ingredients according to their characteristics, e.g. taste. I can design a purposeful product for someone else (vehicle). 	<ul style="list-style-type: none"> I can select materials according to their characteristics. I can join and combine materials to build my design. 	<ul style="list-style-type: none"> I can evaluate my products against design criteria and suggest improvements. 	<ul style="list-style-type: none"> I can describe how wheels and axles work. I can build a structure exploring how to make it stronger, stiffer and more stable. I know where food comes from, food origins, farming and processing. I can give reasons for my choices based on my knowledge of a healthy and varied diet.

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Year 1	<ul style="list-style-type: none"> • I can use my knowledge about a healthy and varied diet to select ingredients for a healthy dish. • I can design a functional and appealing product for myself. • I can communicate my ideas through talking and drawing. 	<ul style="list-style-type: none"> • I can prepare food using tools to wash, peel, cut, juice and grate. • I can use a range of tools to shape, cut and join material. 	<ul style="list-style-type: none"> • I can explain what went well with my work. • I can explore and begin to evaluate a range of existing products. 	<ul style="list-style-type: none"> • I can recognise that simple levers, sliders and pivots can create movement. • I can name and investigate everyday objects that use sliders, levers and pivots and sketch and label how they work. • I can choose and use given techniques to make a moving picture. • I know where food comes from – plant/animal.