

DT Progression of Skills 2019-2020

	Year 3	Year 4	Year 5	Year 6
<p><b>Developing, planning and communicating ideas.</b></p> <ul style="list-style-type: none"> <li>- Understanding contexts, users and purposes.</li> <li>- Generating, developing, modelling and communicating ideas.</li> <li>- Planning</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas for an item considering its purpose and users.</li> <li>- Identify a purpose and establish criteria for a successful product.</li> <li>- Plan the order of their work before starting.</li> <li>- Explore, develop and communicate design proposals by modelling ideas.</li> <li>- Make drawings with labels when designing.</li> </ul>	<ul style="list-style-type: none"> <li>- Generate realistic ideas considering the purpose for which they are designing.</li> <li>- Make labelled drawings from different views showing specific features.</li> <li>- Develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes.</li> <li>- Suggest alternative methods of making if the first attempt fails.</li> <li>- Evaluate products, develop their own design criteria, and use these to inform their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Start to generate ideas by carrying out research, using surveys, interviews, questionnaires and web-based resources.</li> <li>- Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate.</li> <li>- With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes.</li> <li>- Suggest alternative methods of making if the first attempt fails.</li> </ul>	<ul style="list-style-type: none"> <li>- Generate innovative ideas by carrying out research, using surveys, interviews, questionnaires and web-based resources.</li> <li>- Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate.</li> <li>- With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes as well as constraints such as time, resources and cost.</li> </ul>
<p><b>Working with tools, equipment, materials and components to make quality products.</b></p> <ul style="list-style-type: none"> <li>- Practical skills and techniques.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>- Making products work.</li> </ul> <p>(Develop links with other subjects such as Science, Maths and ICT.)</p>	<ul style="list-style-type: none"> <li>- Begin to select tools and materials.</li> <li>- Measure, mark out and shape with accuracy.</li> <li>- Join and combine materials and components accurately.</li> <li>- Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</li> <li>- Know how to program a computer to control their products.</li> </ul>	<ul style="list-style-type: none"> <li>- Select a wider range of tools and techniques for making their products safely.</li> <li>- Measure, mark out and shape with accuracy.</li> <li>- Know how mechanical and electrical systems create movement.</li> <li>- Assemble, join and combine materials and components accurately.</li> <li>- Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul>	<ul style="list-style-type: none"> <li>- Select appropriate tools, materials and techniques for making their products.</li> <li>- Measure, mark out and shape with accuracy.</li> <li>- Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.</li> <li>- Understand how mechanical systems such as cams or pulleys or gears create movement.</li> <li>- Use finishing techniques to strengthen and improve the appearance of their product</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently select appropriate tools, materials, components and techniques and use them to make their products.</li> <li>- Measure, mark out and shape with accuracy.</li> <li>- Use tools safely and accurately.</li> <li>- Aim to achieve and make a quality product.</li> <li>- With confidence pin sew and stitch materials together to create a product.</li> <li>- Understand hoe mechanical systems such as cams or pulleys or gears create movement.</li> </ul>

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		<ul style="list-style-type: none"> <li>- Know how to program a computer to control their products.</li> </ul>	<ul style="list-style-type: none"> <li>using a range of equipment including ICT.</li> <li>- Know how to reinforce and strengthen a 3D framework.</li> <li>- How to program a computer to monitor changes in the environment and control their products.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how more complex electrical circuits and components can be used to create functional products.</li> <li>- Know how to reinforce and strengthen a 3D framework.</li> <li>- How to program a computer to monitor changes in the environment and control their products.</li> </ul>
<p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>- Own ideas and products</li> <li>- Existing products</li> <li>- Key events and individuals</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their product against original design criteria.</li> <li>- Disassemble and evaluate familiar products.</li> <li>- Know about inventors, designers, engineers, chefs and manufacturers who have developed groundbreaking products.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their work both during and at the end of their assignment.</li> <li>- Evaluate their products carrying out appropriate tests.</li> <li>- Know about inventors, designers, engineers, chefs and manufacturers who have developed groundbreaking products.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate a product against the original design specification.</li> <li>- Evaluate their product personally and seek evaluation from others.</li> <li>- Know about inventors, designers, engineers, chefs and manufacturers who have developed groundbreaking products.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their products identifying strengths and areas for development.</li> <li>- Record their evaluations using drawings and labels.</li> <li>- Evaluate against their original criteria and suggest ways that their product can be improved.</li> <li>- Know about inventors, designers, engineers, chefs and manufacturers who have developed groundbreaking products.</li> </ul>

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<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- Where food comes from</li> <li>- Food preparation, cooking and nutrition.</li> </ul>	<ul style="list-style-type: none"> <li>- Start to know that food is grown, reared and caught in the UK, Europe and the wider world.</li> <li>- Understand how to prepare and cook a savoury dish safely and hygienically.</li> <li>- Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading.</li> <li>- Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eatwell Guide.'</li> <li>- Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that food is grown, reared and caught in the UK, Europe and the wider world.</li> <li>- Know how to prepare a savoury dish safely and hygienically, including the use of a heat source.</li> <li>- Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading.</li> <li>- Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eatwell Guide.'</li> <li>- Know that to be active and healthy, food and drink are needed to provide energy for the body.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that food is grown, reared and caught in the UK, Europe and the wider world.</li> <li>- Begin to understand that seasons may affect the food availability.</li> <li>- Understand how food is processed into ingredients that can be eaten or used in cooking.</li> <li>- Know how to prepare a savoury dish safely and hygienically, including the use of a heat source.</li> <li>- Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading.</li> <li>- Begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health.</li> <li>- Know that recipes can be adapted to change the appearance, taste, texture and aroma.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that food is grown, reared and caught in the UK, Europe and the wider world. Understand that seasons may affect the food availability.</li> <li>- Understand how food is processed into ingredients that can be eaten or used in cooking.</li> <li>- Know how to prepare a savoury dish safely and hygienically, including the use of a heat source.</li> <li>- Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading.</li> <li>- Know that different food and drink contain different substances (nutrients, water and fibre) that are needed for health.</li> <li>- Know that recipes can be adapted to change the appearance, taste, texture and aroma.</li> </ul>
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