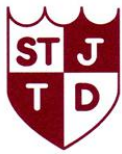




Progression of knowledge and skills in DT

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designing	Exploring	Explore existing products through observation and touch <b>Spring One</b>	Explore & evaluate existing products <b>Spring One</b>	Investigate a range of existing products to see how they work <b>Spring One</b>	Analyse a range of existing products to say what elements they will utilise in own design & why and what they will change & why <b>Spring One</b>	Research existing products and analyse to say what elements they will utilise in own design & why and what they will change & why <b>Spring One</b>	Research existing products and suggest innovations to further enhance them <b>Spring One</b>
	Developing ideas	Design purposeful & appealing products for themselves based on given design criteria <b>Spring One</b>	Design functional products for other users based on class-generated design criteria <b>Autumn One</b>	Develop class design criteria to inform design of appealing & functional products <b>Spring One</b>	Develop class design criteria to inform design of innovative, functional and appealing products <b>Spring One</b>	Develop own design criteria to inform design of innovative, functional and appealing products aimed at particular individuals <b>Spring One</b>	Develop own design criteria to inform design of innovative, appealing & functional products aimed at particular individuals & groups of people based on market research <b>Spring One</b>
	Communicating ideas	Draw on their own experience to generate ideas <b>Spring One</b> Generate and develop ideas through talking and drawing with labels <b>Autumn One, Spring One</b>	Draw on their own experiences and the experiences of others to generate ideas <b>Autumn One</b> Generate and develop ideas through templates, mock-ups and ICT <b>Spring One</b>	Generate ideas and communicate these through discussion and annotated sketches <b>Spring One</b>	Generate ideas and communicate these through discussion and cross-sectional & exploded diagrams <b>Spring One</b>	Generate ideas and communicate these through discussion and prototypes and pattern pieces <b>Spring One</b>	Generate ideas and communicate these through discussion and computer-aided design <b>Spring One</b>
Making	Working with tools	Select from & use a range of simple tools (eg scissors, glues & tapes) to cut, shape, join & finish <b>Autumn One, Spring One</b> Use food tools safely – e.g juicers, knives, chopping board, spoons <b>Summer Two</b>	Use cutting, shaping, joining & finishing tools with greater care and precision e.g use finer paint brush <b>Autumn One</b> Use food tools safely – e.g peelers, graters, whisks <b>Summer Two</b>	Use wider range of joining tools (glue gun, velcro, stapler, sewing needles, nails, split pins) drawing on previous experience to inform choices of equipment <b>Spring One</b>	Use wider range of cutting and shaping tools (junior hacksaws, hole puncher, scoring knives, rotary cutter, hand drills), drawing on previous experience to inform choices of equipment <b>Spring One</b>	Use wider range of finishing tools (tjanting batik tool, printing inks, knitting, sewing) drawing on previous experience to inform choices of equipment <b>Spring One</b>	Select & use joining, cutting, shaping & finishing tools accurately <b>Spring One, Summer Two</b>
	Working with materials & components	Select from & use a range of materials & components including ingredients, textiles, materials. <b>Autumn One, Spring One, Summer Two</b>	Select from & use a wide range of materials & components, explaining their choice relating to their characteristics. <b>Autumn One</b>	Select from and use a wide range of materials & components including construction materials according to their functional properties & aesthetic qualities <b>Spring One</b>	Select from and use a wide range of materials & components including ingredients according to their functional properties & aesthetic qualities <b>Spring One, Summer Two</b>	Select from and use a wide range of materials & components including textiles according to their functional properties & aesthetic qualities <b>Spring One</b>	Select from and use a wide range of materials & components including textiles, ingredients & construction according to their functional properties & aesthetic qualities <b>Spring One, Summer Two</b>
	Technical Knowledge	Build structures, exploring how they can be made more stable. <b>Autumn One, Spring One</b> Explore and use wheels & axles in their products <b>Spring One</b>	Build structures, exploring how they can be made stronger and stiffer. <b>Autumn One</b> Explore and use sliders and levers in their products <b>Spring One</b>	Apply their understanding of how to strengthen, stiffen & reinforce more complex structures – diagonal struts, wide base, layering, rolling, folding <b>Spring One</b>	Understand and use electrical systems in their products (series circuits with buzzers, bulbs & motors) <b>Spring One</b>	Understand and use mechanical systems in their products (gears, pulleys, cams) <b>Spring One</b>	Understand and use mechanical systems in their products (levers & linkages) <b>Spring One</b>
	Food & Nutritional knowledge	Group familiar foods eg fruit, vegetables <b>Autumn One, Summer Two</b> Prepare dishes using fruits and vegetables	Understand need for variety of food in a diet <b>Autumn One, Summer Two</b> Know approximate portion sizes. <b>Summer Two</b>	Apply principles of a healthy diet <b>Spring Two, Summer Two</b> Use range of cooking techniques to prepare savoury dishes – weighing ingredients accurately	Understand seasonality of fruits & vegetables <b>Autumn One, Summer Two</b>	Understand basic food processes from farm – plate <b>Summer Two</b>	Use food labels to inform choices <b>Summer Two</b> Design own cost-effective, healthy menu <b>Summer Two</b>



		Summer Two	Prepare dishes using fruits and vegetables using range of techniques Summer Two Understand where food comes from Autumn One, Summer Two	Spring Two, Summer Two	Know how a variety of ingredients are grown, reared, caught & processed to make them safe to eat Autumn One, Summer Two		
Evaluating	Evaluating products & processes	Evaluate likes and dislikes of finished product Autumn One, Spring One	Evaluate product against class-generated design criteria Autumn One	Evaluate product against class-generated design criteria Spring One Consider appropriateness of processes undertaken Spring One	Evaluate product & processes against class-generated design criteria Spring One Consider the views of others to improve their work Spring One	Evaluate product & processes against own design criteria, considering the views of others to improve work Spring One	Understand how key events & individuals in DT have helped shape the world Spring One