

## DT Progression of Skills

Curriculum statement	Year 3	Year 4	Year 5	Year 6
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Children create a design criteria based on given parameters. Children are aware of criteria they need to meet when designing for purpose.	Children develop a design criteria based on inferred parameters. Children acknowledge purpose, functionality, appeal and audience within their design briefs.	Uses research to inform design criteria with some links to previous units of work. Children's design criteria meets desired brief of functionality, appeal to audience and fit for purpose.	Confidently uses research to develop design criteria further linking to previous units of work. Children's design criteria meets a given brief that is: functional to task; appealing to audience; fit for purpose.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Discuss with others a design idea.	Discuss with others a design idea through labelled diagrams and sketches. Begin to use technology to aid development of design.	Discuss with others a design idea through labelled diagrams and sketches that highlight cross sections of the prototypes. Use technology to aid development of design.	Confidently discuss with others a design idea through labelled diagrams and sketches that highlight cross sections of the prototypes or exploded diagrams. Use technology to aid development of design and/ or pattern pieces.
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Select appropriate tools to complete given tasks.	Select appropriate tools and equipment to complete given tasks.	Select appropriate tools and equipment to perform desired outcomes confidently.	Select appropriate tools and equipment to perform desired outcomes accurately.
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Select appropriate materials to complete given tasks.	Select appropriate materials and components to complete given tasks.	Select appropriate materials and components according to their functional properties and aesthetic qualities.	Select from a wider appropriate materials and components according to their functional properties and aesthetic qualities.
Investigate and analyse a range of existing products.	Evaluate a product.	Evaluate a product based on given criteria.	Evaluate a product based on a given criteria whilst linking to previous units.	Evaluate and analyse a product based on a given criteria whilst linking to previous units.
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Understand how to improve their work.	Evaluate their work whilst considering the views of others.	Evaluate their work whilst considering the views of others against a design criteria.	Work collaboratively to evaluate their work against a design criteria and previous units.
Understand how key events and individuals in design and technology have helped shape the world.	Understand why DT has helped change our lives.	Understand why DT has helped change our lives for the better.	Understand why DT has had a positive impact on the world around us.	Understand how key DT events have had a positive impact on the world around us.
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Understand how to reinforce structures.	Understand how to reinforce and stiffen structures.	Understand how to strengthen and stiffen as a tool to reinforce structures.	Confidently understand how to strengthen and stiffen as a tool to reinforce structures.
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].			Understand and use mechanical systems in their products.	Confidently understand and use mechanical systems in their products.
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].		Understand and use electrical systems in their products.		Apply their understanding of electrical systems in their products to meet a design brief.
Apply their understanding of computing to program, monitor and control their products.			Children use their understanding of computing process to obtain a desired outcome.	Children confidently apply their understanding of computing process to obtain a desired outcome.
Understand and apply the principles of a healthy and varied diet.	Children understand what a healthy diet is.	Children understand what a healthy diet is and why this is important.	Children understand the principles behind a healthy diet.	Children understand the principles behind a healthy diet is and why this is important.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Children can prepare a dish based on its link to a healthy diet.	Children can prepare a dish based on its link to a healthy diet from a specific culture.	Children can prepare a dish based on its link to a healthy diet linking to a specific time period.	Children can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand how seasons changing impact food that is available.	Understand how seasons changing impact ingredients that are available and therefore meals to cook.	Understand seasonality, and know where a variety of ingredients are grown, reared, caught and processed.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
<b>KS1 Curriculum Statements</b>	<b>Year 1</b>	<b>Year 2</b>		
Design purposeful, functional, appealing products for themselves and other users based on design criteria.	Design a product for themselves.	Design a product for themselves using a given criteria.		
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	Communicate what they want to achieve with others.	Communicate in varying ways what they want to achieve with others.		
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].	Select tools for given jobs.	Select appropriate tools for given jobs.		
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Select materials and components to complete given jobs.	Select appropriate materials and components to complete given jobs.		
Explore and evaluate a range of existing products.	Verbalise likes and dislikes regarding their products.	Verbalise likes and dislikes of their product with others.		
Evaluate their ideas and products against design criteria	Verbalise how their product meets their design criteria.	Verbalise how effectively their product meets a design criteria.		
Build structures, exploring how they can be made stronger, stiffer and more stable	Understand structures can be made stronger, stiffer and more stable.	Understand through testing that structures can be made stronger, stiffer and more stable.		
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Explore how mechanisms can change their products.	Explore and use mechanisms in their products.		
Use the basic principles of a healthy and varied diet to prepare dishes.	Understand healthy living.	Use the basic principles of a healthy and varied diet to prepare dishes.		
Understand where food comes from.	Understand where food comes from.	Understand and apply where food comes from.		