

## Skills Progression D.T

|        | Design                                                                                                                                                                                                                                           | Make                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evaluate                                                                                                                                                                                                                                                                                                              | Technical Knowledge                                                                                                                                                                                                                                        | Food Technology                                                                                                                                                                                     |
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| Year 1 | <p>Draw on their own experience to help generate ideas</p> <p>Suggest ideas and explain what they are going to do</p> <p>Model their ideas in card and paper</p> <p>Develop their design ideas applying findings from their earlier research</p> | <p>Make their design using appropriate techniques</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>Use tools eg scissors <i>and a hole punch</i> safely</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Use simple finishing techniques to improve the appearance of their product</p> <p>Make their own model stronger</p> | <p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it</p> | <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Use simple finishing techniques to improve the appearance of their product</p> <p>Make their own model stronger</p> | <p>Use tools <i>such as knives and peelers</i> safely</p> <p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Follow basic hygiene practices</p>                         |
| Year 2 | <p>Generate ideas by drawing on their own and other people's experiences</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p>          | <p>Begin to select tools and materials; use vocab' to name and describe them</p> <p>Measure, cut and score with some accuracy</p> <p>Use hand tools safely and appropriately</p>                                                                                                                                                                                                                                                                    | <p>Evaluate against their design criteria</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Talk about their ideas, saying what they like and dislike about them</p>                                                                            | <p>Use wheels and axles, when appropriate to do so.</p> <p>Assemble, join and combine materials in order to make a product</p> <p>Make a model stronger and more stable.</p>                                                                               | <p>Begin to select tools, use vocab' to name and describe them</p> <p>Use hand tools like knives and peelers safely and appropriately</p> <p>Follow safe procedures for food safety and hygiene</p> |

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|        | <p>Identify simple design criteria</p> <p>Make simple drawings and label parts</p>                                                                                                                                                                                                                                                                                                                        | <p>Assemble, join and combine materials in order to make a product</p> <p>Make their own model stronger</p>                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                              | <p>Weigh ingredients to use in a recipe</p> <p>Describe the ingredients used</p>                                                                                                                                                       |
| Year 3 | <p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p> <p>Choose a material for both its suitability and its appearance</p> | <p>Select tools and techniques for making their product</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</p> | <p>Evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose</i></p> <p>Disassemble and evaluate familiar products</p> | <p>Sew using a range of different stitches, weave and knit</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p>Use pneumatics, pulleys or cams to create movement</p> <p>Use scientific knowledge To create products</p> | <p>Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p> <p>Talk about which food is healthy and which food is not</p> <p>Know when food is ready for harvesting</p> |
| Year 4 | <p>Generate ideas, considering the purposes for which they are designing</p>                                                                                                                                                                                                                                                                                                                              | <p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of</p>                                                                                                                                                                                                                                                                                                                                         | <p>Evaluate their work both during and at the end of the assignment</p>                                                                                             | <p>Join and combine materials and components accurately in temporary and permanent ways</p>                                                                                                                                                                                                                  | <p>Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p>                                                                                                             |

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|        | <p>Make labelled drawings from different views showing specific features</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Use IT, where appropriate, to add to the quality of the product</p> | <p>materials, using appropriate tools, equipment and techniques</p> <p>Use simple graphical communication techniques</p>                                                                                                                                         | <p>Evaluate their products carrying out appropriate tests</p>                                                                     | <p>Use simple graphical communication techniques</p> <p>Use scientific knowledge to create products</p> <p>Use pneumatics, pulleys or cams to create movement</p>                                                                             | <p>Talk about which food is healthy and which food is not</p> <p>Know when food is ready for harvesting</p> <p>Know how to be both hygienic and safe when using food</p> <p>Bring a creative element to the food product being designed</p> |
| Year 5 | <p>Generate ideas through brainstorming and identify a purpose for their product</p> <p>Draw up a specification for their design</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>Use results of investigations, information sources,</p>                                            | <p>Select appropriate materials, tools and techniques</p> <p>Measure and mark out accurately</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p> | <p>Evaluate a product against the original design specification</p> <p>Evaluate it personally and seek evaluation from others</p> | <p>Enhance the quality of the product produced</p> <p>Sew using a range of different stitches, weave and knit</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Use more complex IT programme to help</p> | <p>Be both hygienic and safe in the kitchen</p> <p>Know how to prepare a meal by collecting the ingredients in the first place</p> <p>Know which season various foods are available for harvesting</p>                                      |

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|        | including ICT when developing design ideas                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                      |
| Year 6 | <p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p>Show that culture and society is considered in plans and designs</p> | <p>Select appropriate tools, materials, components and techniques</p> <p>Assemble components make working models</p> <p>Use tools safely and accurately</p> <p>Construct products using permanent joining techniques</p> <p>Make modifications as they go along</p> <p>Achieve a quality product</p> | <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p> | <p>use knowledge to improve a made product by strengthening, stiffening or reinforcing</p> <p>use electrical systems correctly and accurately to enhance a given product</p> <p>know which IT product would further enhance a specific product</p> <p>use knowledge to improve a made product by strengthening, stiffening or reinforcing</p> | <p>explain how food ingredients should be stored and give reasons</p> <p>work within a budget to create a meal</p> <p>understand the difference between a savoury and sweet dish</p> |