

Rose Hill Primary School
Progression of Skills

Subject: Design Technology

Design			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Select appropriate resources during the planning process • Use gestures, talking, drawing or arrangements of materials/components to show design • Use the language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<ul style="list-style-type: none"> • Generate and develop simple ideas • Explain ideas, saying what product is being designed, how the product will be made and who the product is for (themselves or others) • Explain the purpose of a product, how it will work and how it will be suitable for the intended user • Design using pictures, words, models or diagrams and, where appropriate, information and design technology • Consider the best materials and tools and explain choices • Explore existing products 	<ul style="list-style-type: none"> • Generate, develop and communicate own ideas, considering the purpose and user/s • Begin to research and develop design criteria for a successful product that is fit for purpose and aimed at particular individuals or groups • 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 attempt fails • Make labelled drawings from different views showing specific features • Research existing products and use this knowledge to refine ideas 	<ul style="list-style-type: none"> • Use research and develop design criteria which enable them to design products which are innovative, functional, appealing, fit for purpose and aimed at particular individuals or groups • Communicate own ideas in a variety of ways including discussion, annotated sketches, cross sectional diagrams, prototypes and computer-aided design • Plan the order of their work, choosing appropriate tools, materials and techniques • Critically evaluate the quality of their design
Make			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Construct with a purpose, selecting and using a variety of materials and resources • Use simple tools and techniques (scissors and glue to cut and stick) • Build/construct with a wide range of objects • Select tools and techniques to shape, assemble and join 	<ul style="list-style-type: none"> • Select from a range of tools and equipment • Select from and use a wide range of materials and components according to their characteristics • Measure, mark out, cut and shape materials and components • Assemble, join and combine materials and components • Use finishing techniques 	<ul style="list-style-type: none"> • Select suitable tools and equipment, explain choices in relation to required techniques and use accurately • Select appropriate materials, fit for purpose; explain choices • Work through their plan in order. • Measure, mark out, cut and shape materials/components accurately 	<ul style="list-style-type: none"> • Select from a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing, accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and

<ul style="list-style-type: none"> Record experiences by drawing, writing or voice recording 		<ul style="list-style-type: none"> Assemble, join and combine materials and components with some accuracy Apply a range of finishing techniques with some accuracy 	<p>aesthetic qualities</p> <ul style="list-style-type: none"> Assemble, join and combine materials and components with accuracy Apply a range of finishing techniques with accuracy
---	--	--	---

Evaluate

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> Dismantle, examine and talk about existing objects/structures Look at similarities and differences between existing objects/materials/tools Consider if their finished product need adapting Consider and manage some risks Talk about how things work Show an interest in technological toys 	<ul style="list-style-type: none"> During the making process, talk about and evaluate their design ideas and what they are making Make simple judgements about their finished product against design criteria Consider existing products 	<ul style="list-style-type: none"> Evaluate their product against the original design specification both during and at the end of the assignment Evaluate their products using appropriate tests Evaluate their own work and consider the views of others Evaluate existing products 	<ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design technology have helped to shape the world

Technical Knowledge

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> Begin to understand how to make structures stronger 	<ul style="list-style-type: none"> Know how structures can be made stronger, stiffer and more stable Know about, explore and use simple mechanisms such as levers, sliders, wheels and axles 	<ul style="list-style-type: none"> Know how mechanical systems such as levers and linkages or pneumatic systems create movement Understand how simple electrical circuits and components can be used to create functional products Know how to program a computer to control their products Know how to make strong, stiff shell structures 	<ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products, including gears, pulleys, cams, levers and linkages Understand and use electrical systems in their products, for example, series circuits incorporating switches, bulbs, buzzers and motors Apply their understanding of computing to program, monitor and control their products

Cooking and Nutrition			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Begin to understand some food preparation tools, techniques and processes • Practise stirring, mixing, pouring, blending • Discuss how to make an activity safe and hygienic • Begin to understand that eating well contributes to good health 	<ul style="list-style-type: none"> • Know how to name and sort food into the five main food groups • Understand what a healthy diet is and that everyone should eat five portions of fruit and/or vegetables every day • Be able to prepare simple dishes safely and hygienically • Use food preparation techniques such as peeling, cutting and grating • Begin to develop an understanding of where food comes from 	<ul style="list-style-type: none"> • Know that food is grown (such as tomatoes, potatoes and wheat and potatoes), reared (such as pigs, chickens and cattle), and caught (such as fish) in the UK, Europe and the wider world • Know that a healthy diet is made up from a variety and balance of different food and drink • Understand that to be active and healthy, food and drink are needed to provide energy for the body • Prepare a variety of dishes, possibly using a heat source 	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes safely and hygienically • Use a range of cooking techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • Understand how the seasons affect the availability of food • Know where and how a variety of ingredients are grown, reared, caught and processed.