





# Lacock C of E Primary School


## Design and Technology Skills Progression



|                                                                                                         | EYFS                                                                              | Year 1                                                                        | Year 2                                                                          | Year 3                                                                                        | Year 4                                                                                        | Year 5                                                                                                                          | Year 6                                                                                                                          |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Research</b><br><br> | To explore different materials freely to develop their ideas on how to make them. | Understand what a product is and who it is for                                | Understand what a product is and who it is for                                  | Identify who made the product, when it was made and what its purpose is                       | Identify who made the product, when it was made and what its purpose is                       | Identify who made the product, when it was made and what its purpose is                                                         | Identify who made the product, when it was made and what its purpose is                                                         |
|                                                                                                         |                                                                                   | Understand how a product works and how it is used                             | Understand how a product works and how it is used                               | Identify what the product has been made from                                                  | Identify what the product has been made from                                                  | Identify what the product has been made from and how environmentally friendly the materials are                                 | Identify what the product has been made from and how environmentally friendly the materials are                                 |
|                                                                                                         |                                                                                   | Identify where you might find this product                                    | Identify where you might find this product                                      | Evaluate the product on design and use                                                        | Evaluate the product on design and use                                                        | Evaluate the product on design, appearance and use                                                                              | Evaluate the product on design, appearance and use                                                                              |
|                                                                                                         |                                                                                   |                                                                               | Identify the materials used to make the product                                 | Identify the materials used to make the product                                               | Identify the materials used to make the product                                               | Identify the materials used to make the product                                                                                 | Identify the materials used to make the product and cost to make it                                                             |
|                                                                                                         |                                                                                   | Express an opinion about the product                                          | Research facts about famous inventors/chefs/designers etc linked to the product | Research facts about famous inventors/chefs/designers etc linked to the product               | Research facts about famous inventors/chefs/designers etc linked to the product               | Research facts about famous inventors/chefs/designers etc linked to the product                                                 |                                                                                                                                 |
| <b>Design</b><br><br>   | Develop their own ideas and decide what materials to use.                         | Explain what product they will be designing and making who it will be used by | Explain what product they will be designing and making who it will be used by   | Understand and gather information about what a particular group or people want from a product | Understand and gather information about what a particular group or people want from a product | Understand and gather information about what a particular group or people want from a product using questionnaires, surveys etc | Understand and gather information about what a particular group or people want from a product using questionnaires, surveys etc |
|                                                                                                         |                                                                                   | Describe what their product will be used for                                  | Describe the purpose of their product and how it will work                      | Describe the purpose of their product and parts of it and how it will work                    | Describe the purpose of their product and how it will work                                    | Describe the purpose of their product and how it will work                                                                      | Describe the purpose of their product and how it will work                                                                      |
|                                                                                                         |                                                                                   |                                                                               | Explain why their product is suitable for the intended user                     | Explain how parts of their product works                                                      | Explain how parts of their product works                                                      | Explain how parts of their product will work                                                                                    | Explain how parts of their product will work                                                                                    |
|                                                                                                         |                                                                                   |                                                                               | Use own experiences and existing products to develop ideas                      | Use own experiences and existing products to develop ideas                                    | Use own experiences and existing products to develop ideas                                    | Generate realistic ideas that meet the needs of the user and take into account availability of resources                        | Generate realistic ideas that meet the needs of the user and take into account availability of resources                        |
|                                                                                                         |                                                                                   |                                                                               |                                                                                 | Develop their own design criteria and use for planning ideas                                  | Develop their own design criteria and use for planning ideas                                  | Develop their own design criteria and use for planning ideas                                                                    |                                                                                                                                 |
|                                                                                                         |                                                                                   |                                                                               |                                                                                 |                                                                                               |                                                                                               | Create a design description for their product                                                                                   | Generate innovative ideas that meet the needs of the user                                                                       |

|                                                                                                            |                                                             |                                                                               |                                                                                         |                                                                                                |                                                                                                |                                                                                                |                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Planning</b><br><br>    | To plan what they are going to make,                        | Discuss what their steps for making could be                                  | Discuss what their steps for making could be                                            | Share and discuss ideas with others                                                            | Share and discuss ideas with others                                                            | Share and discuss ideas with others                                                            | Share and discuss ideas with others                                                                                                   |
|                                                                                                            |                                                             | Represent ideas through talking and drawing                                   | Represent ideas through talking and drawing                                             | Order the main stages of making                                                                | Order the main stages of making                                                                | Record a step by step plan for making                                                          | Record a step by step plan for making                                                                                                 |
|                                                                                                            |                                                             | Choose materials to use based on suitability of their properties              | Choose materials to use based on suitability of their properties                        | Choose materials to use based on suitability of their properties                               | Choose materials to use based on suitability of their properties and aesthetic qualities       | Choose materials to use based on suitability of their properties and aesthetic qualities       | Choose materials to use based on suitability of their properties and aesthetic qualities                                              |
|                                                                                                            |                                                             | Create templates/pattern pieces and explore materials whilst developing ideas | Create pattern pieces and prototypes                                                    | Represent ideas in diagrams and annotated sketches                                             | Represent ideas in diagrams and annotated sketches                                             | Represent ideas in diagrams and annotated sketches                                             | Represent ideas in diagrams and annotated sketches                                                                                    |
|                                                                                                            |                                                             |                                                                               |                                                                                         |                                                                                                | Produce lists for the tools, equipment and materials they will be using                        | Produce lists for the tools, equipment and materials they will be using                        |                                                                                                                                       |
| <b>Making</b><br><br>      | Create collaboratively sharing ideas, resources and skills. | Choose suitable tools for making                                              | Choose suitable tools for making whilst explaining why they should be used              | Choose suitable tools for making whilst explaining why they should be used                     | Choose suitable tools for making whilst explaining why they should be used                     | Choose suitable tools for making whilst explaining why they should be used                     | Choose suitable tools for making whilst explaining why they should be used                                                            |
|                                                                                                            | Follow safety and food hygiene procedures                   | Follow safety and food hygiene procedures                                     | Follow safety and food hygiene procedures                                               | Follow safety and food hygiene procedures                                                      | Follow safety and food hygiene procedures                                                      | Follow safety and food hygiene procedures                                                      | Follow safety and food hygiene procedures                                                                                             |
|                                                                                                            |                                                             | Measure, mark, cut and shape materials and components                         | Measure, mark, cut and shape materials and components                                   | Measure, mark, cut and shape materials and components with some accuracy                       | Measure, mark, cut and shape materials and components with some accuracy                       | Measure, mark, cut and shape materials and components accurately                               | Measure, mark, cut and shape materials and components accurately                                                                      |
|                                                                                                            |                                                             | Join, assemble and combine materials and components                           | Join, assemble and combine materials and components                                     | Join, assemble and combine materials and components with some accuracy                         | Join, assemble and combine materials and components with some accuracy                         | Join, assemble and combine materials and components accurately                                 | Join, assemble and combine materials and components accurately                                                                        |
|                                                                                                            |                                                             | Use finishing techniques, including skills learnt in Art                      | Use finishing techniques, including skills learnt in Art                                | Use finishing techniques, including skills learnt in Art with some accuracy                    | Use finishing techniques, including skills learnt in Art with some accuracy                    | Use finishing techniques, including skills learnt in Art accurately                            | Use finishing techniques, including skills learnt in Art accurately                                                                   |
|                                                                                                            |                                                             |                                                                               | Use design criteria whilst making                                                       | Use design criteria whilst making                                                              | Use design criteria whilst making                                                              | Use design criteria whilst making                                                              | Demonstrate problem solving skills when encountering a mistake or practical problem                                                   |
| <b>Evaluation</b><br><br> | To share creations and talk about the process.              | Talk about their design ideas and what they have made                         | Talk about their design ideas, what they have made and suggest how it could be improved | Use design criteria to evaluate product - identifying both strengths and areas for development | Use design criteria to evaluate product - identifying both strengths and areas for development | Use design criteria to evaluate product - identifying both strengths and areas for development | Use design criteria to evaluate product - looking at quality of end product and design and whether it is fit for its intended purpose |
|                                                                                                            |                                                             | Make simple judgements of how the product met their design ideas              | Make simple judgements of how the product met their design ideas                        | Consider the views of others, including intended user, whilst evaluating the product           | Consider the views of others, including intended user, whilst evaluating the product           | Consider the views of others, including intended user, whilst evaluating the product           | Consider the views of others, including intended user, whilst evaluating the product                                                  |

### Food Technology

|                                                                                                                                                        | EYFS                             | KS1                                                                            | Lower KS2                                                                                                            | Upper KS2                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching cooking and nutrition - Food and food regeneration</b><br> | To learn some basic cooking      | Understand that food comes from plants or animals                              | Understand which foods are reared, caught, or grown and that this happens <u>in the UK and across the world</u>      | Understand which foods are reared, caught, or grown and that this happens <u>in the UK and across the world</u>           |
|                                                                                                                                                        | To know how to work hygienically | Understand that food has to be farmed, caught or grown                         | Understand that recipes can be changed by adding or taking away ingredients                                          | Understand that sometimes raw ingredients need to be processed before <u>they can be used in cooking</u>                  |
|                                                                                                                                                        |                                  |                                                                                | Understand that the seasons can affect food produce                                                                  | <u>Understand that the seasons can affect food produce</u>                                                                |
|                                                                                                                                                        |                                  |                                                                                |                                                                                                                      | Understand that receipies can be adapted to change the appearance, taste and aroma of a dish                              |
|                                                                                                                                                        |                                  |                                                                                |                                                                                                                      |                                                                                                                           |
|                                                                                                                                                        |                                  | Sort foods into the 5 groups                                                   | Sort foods into the 5 groups and identify that this makes up a healthy diet                                          | Sort foods into the 5 groups and identify that this makes up a healthy diet                                               |
|                                                                                                                                                        |                                  | Identify that people should eat least 5 portions of fruit and vegetables a day | Identify that people should eat least 5 portions of fruit and vegetables a day                                       | Identify that people should eat least 5 portions of fruit and vegetables a day                                            |
| <b>Teaching cooking and nutrition - Cooking and Nutrition</b>                                                                                          |                                  | Prepare simple dishes hydienically and safely without a heat source            | Prepare simple dishes hydienically and safely and where needed with a heat source                                    | Prepare simple dishes hydienically and safely and where needed with a heat source                                         |
|                                                                                                                                                        |                                  | Use cooking techniques such as: cutting, peeling and grating                   | Use cooking techniques such as: cutting, peeling and grating, slicing, mixing, <u>spreading, kneading and baking</u> | Use cooking techniques such as: cutting, peeling and grating, slicing, mixing, <u>spreading, kneading and baking</u>      |
|                                                                                                                                                        |                                  |                                                                                | Identify that food and drink are needed to provide energy for a healthy and active lifestyle                         | Identify that food and drink provide certain nutritional and health benefits which support a healthy and active lifestyle |