

Design Technology Progression

Statutory content	<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms, (for example levers, sliders, wheels and axles), in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	
	Year 1	Year 2
Design	<ul style="list-style-type: none"> Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan? 	<ul style="list-style-type: none"> Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they describe their design by using pictures, diagrams and words?
Make	<ul style="list-style-type: none"> Can they explain what they are making? Can they explain which tools are they using? 	<ul style="list-style-type: none"> Can they join things (materials/ components) together in different ways?
Evaluate	<ul style="list-style-type: none"> Can they describe how something works? Can they talk about their own work and things that other people have done? 	<ul style="list-style-type: none"> Can they explain what went well with their work? Can they explain what they would improve?
Cooking and Nutrition	<ul style="list-style-type: none"> Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? 	<ul style="list-style-type: none"> Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Can they think of interesting ways of decorating food they have made, eg, cakes?
Textiles	<ul style="list-style-type: none"> Can they describe how different textiles feel? Can they make a product from textiles by gluing? 	<ul style="list-style-type: none"> Can they join textiles together to make something? Can they cut textiles?
Mechanisms	<ul style="list-style-type: none"> Can they cut materials using scissors? Can they say why they have chosen moving parts? 	<ul style="list-style-type: none"> Can they make a product which moves? Can they join materials together as part of a moving product? Can they add some kind of design to their products?
Use of materials	<ul style="list-style-type: none"> Can they make a structure/model using different materials? Can they make their model stronger if it needs to be? 	<ul style="list-style-type: none"> Can they measure materials to use in a model or structure? Can they join material in different ways? Can they use joining, folding or rolling to make it stronger?
Construction	<ul style="list-style-type: none"> Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? 	<ul style="list-style-type: none"> Can they make sensible choices as to which material to use for their constructions? Can they incorporate some type of movement into models? Can they consider how to improve their construction?