**DT Skills Progression**

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|  | **Year 1** | **Year 2 Year 3** | | **Year 4** | **Year 5** | **Year 6** | | |
| **Developing, planning and communicating ideas.** |  Draw on their own experience to help generate ideas   Suggest ideas and explain what they are going to do   Identify a target group for what they intend to design and make   Model their ideas in card and paper   Develop their design ideas applying findings from their earlier research |  Generate ideas by drawing on their own and other people's experiences   Develop their design ideas through discussion, observation , drawing and modelling   Identify a purpose for what they intend to design and make   Identify simple design criteria   Make simple drawings and label parts |  Generate ideas for an item, considering its purpose and the user/s   Identify a purpose and establish criteria for a successful product.   Plan the order of their work before starting   Explore, develop and communicate design proposals by modelling ideas   Make drawings with labels when designing |  Generate ideas, considering the purposes for which they are designing   Make labelled drawings from different views showing specific features   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   Evaluate products and identify criteria that can be used for their own designs |  Generate ideas through brainstorming and identify a purpose for their product   Draw up a specification for their design   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   Use results of investigations, information sources, including ICT when developing design ideas | |  Communicate their ideas through detailed labelled drawings   Develop a design specification   Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways   Plan the order of their work, choosing appropriate materials, tools and techniques |
| **Working with tools, equipment, materials and components to make quality products (inc-food)** |  Make their design using appropriate techniques   With help measure, mark out, cut and shape a range of materials   Use tools *eg. scissors and a hole punch* safely   Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape   Select and use appropriate fruit and vegetables, processes and tools   Use basic food handling, hygienic practices and personal hygiene   Use simple finishing techniques to improve the appearance of their product |  Begin to select tools and materials; use vocab' to name and describe them   Measure, cut and score with some accuracy   Use hand tools safely and appropriately   Assemble, join and combine materials in order to make a product   Cut, shape and join fabric to make a simple garment. Use basic sewing techniques   Follow safe procedures for food safety and hygiene   Choose and use appropriate finishing techniques |  Select tools and techniques for making their product   Measure, mark out, cut, score and assemble components with more accuracy   Work safely and accurately with a range of simple tools   Think about their ideas as they make progress and be willing change things if this helps them improve their work   Measure, tape or pin, cut and join fabric with some accuracy   Demonstrate hygienic food preparation and storage   Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT |  Select appropriate tools and techniques for making their product   Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques   Join and combine materials and components accurately in temporary and permanent ways   Sew using a range of different stitches, weave and knit   Measure, tape or pin, cut and join fabric with some accuracy     Use simple graphical communication techniques |  Select appropriate materials, tools and techniques   Measure and mark out accurately   Use skills in using different tools and equipment safely and accurately   Weigh and measure accurately (time, dry ingredients, liquids)   Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens*   Cut and join with accuracy to ensure a good-quality finish to the product | |  Select appropriate tools, materials, components and techniques   Assemble components make working models   Use tools safely and accurately   Construct products using permanent joining techniques   Make modifications as they go along   Pin, sew and stitch materials together create a product   Achieve a quality product |
| **Evaluating processes and products** |  Evaluate their product by discussing how well it works in relation to the purpose   Evaluate their products as they are developed, identifying strengths and possible changes they might make   Evaluate their product by asking questions about what they have made and how they have gone about it |  Evaluate against their design criteria   Evaluate their products as they are developed, identifying strengths and possible changes they might make   Talk about their ideas, saying what they like and dislike about them |  Evaluate their product against original design criteria *e.g. how well it meets its intended purpose*   Disassemble and evaluate familiar products |  Evaluate their work both during and at the end of the assignment   Evaluate their products carrying out appropriate tests |  Evaluate a product against the original design specification   Evaluate it personally and seek evaluation from others | |  Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests   Record their evaluations using drawings with labels   Evaluate against their original criteria and suggest ways that their product could be improved |