**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  |