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|  | **Designing** | **Making** | **Evaluating** | **Technical Knowledge** | **Food Technology** |
| **YEAR 1** | **•use own ideas to design something and describe how their own idea works**  **•design a product which moves**  **•explain to someone else how they want to make their product and make a simple plan before making** | **•use own ideas to make something**  **•make a product which moves**  **•choose appropriate resources and tools** | **•describe how something works**  **•explain what works well and not so well in the model they have made** | **•make their own model stronger** | **•cut food safely** |
| **YEAR 2** | **•think of an idea and plan what to do next**  **•explain why they have chosen specific textiles** | **•choose and use three different grades of pencil when drawing**  **•know how to use charcoal, pencil and pastel to create art**  **•know how to use a viewfinder to focus on a specific part of an artefact before drawing it** | **•explain what went well with their work** | **•make a model stronger and more stable**  **•use wheels and axles, when appropriate to do so** | **•weigh ingredients to use in a recipe**  **•describe the ingredients used when making a dish or cake** |

**Hill View Primary School Design and Technology Key Stage 1**

**Hill View Primary School Design and Technology Key Stage 2**

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|  | **Designing** | **Making** | **Evaluating** | **Technical Knowledge** | **Food Technology** |
| **YEAR 3** | **•prove that a design meets a set criteria.**  **•design a product and make sure that it looks attractive**  **•choose a material for both its suitability and its appearance** | **•follow a step-by-step plan, choosing the right equipment and materials**  **•select the most appropriate tools and techniques for a given task**  **•make a product which uses both electrical and mechanical components**  **•work accurately to measure, make cuts and make holes** | **•explain how to improve a finished model**  **•know why a model has, or has not, been successful** | **•know how to strengthen a product by stiffening a given part or reinforce a part of the structure**  **•use a simple IT program within the design** | **•describe how food ingredients come together**  **•weigh out ingredients and follow a given recipe to create a dish**  **•talk about which food is healthy and which food is not**  **•know when food is ready for harvesting** |
| **YEAR 4** | **•use ideas from other people when designing**  **•produce a plan and explain it**  **•persevere and adapt work when original ideas do not work**  **•communicate ideas in a range of ways, including by sketches and drawings which are annotated** | **•know which tools to use for a particular task and show knowledge of handling the tool**  **•know which material is likely to give the best outcome**  **•measure accurately** | **•evaluate and suggest improvements for design**  **•evaluate products for both their purpose and appearance**  **•explain how the original design has been improved**  **•present a product in an interesting way** | **•links scientific knowledge by using lights, switches or buzzers**  **•use electrical systems to enhance the quality of the product**  **•use IT, where appropriate, to add to the quality of the product** | **•know how to be both hygienic and safe when using food**  **•bring a creative element to the food product being designed** |

**Hill View Primary School Design and Technology Key Stage 2**

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|  | **Designing** | **Making** | **Evaluating** | **Technical Knowledge** | **Food Technology** |
| **YEAR 5** | **•come up with a range of ideas after collecting information from different sources**  **•produce a detailed, step-by-step plan**  **•explain how a product will appeal to a specific audience**  **•design a product that requires pulleys or gears** | **•use a range of tools and equipment competently**  **•make a prototype before making a final version**  **•make a product that relies on pulleys or gears** | **•suggest alternative plans; outlining the positive features and draw backs**  **•evaluate appearance and function against original criteria** | **•links scientific knowledge to design by using pulleys or gears**  **•uses more complex IT program to help enhance the quality of the product produced** | **•be both hygienic and safe in the kitchen**  **•know how to prepare a meal by collecting the ingredients in the first place**  **•know which season various foods are available for harvesting** |
| **YEAR 6** | **•use market research to inform plans and ideas.**  **•follow and refine original plans**  **•justify planning in a convincing way**  **•show that culture and society is considered in plans and designs** | **•know which tool to use for a specific practical task**  **•know how to use any tool correctly and safely**  **•know what each tool is used for**  **•explain why a specific tool is best for a specific action** | **•know how to test and evaluate designed products**  **•explain how products should be stored and give reasons**  **•evaluate product against clear criteria** | **•use electrical systems correctly and accurately to enhance a given product**  **•know which IT product would further enhance a specific product**  **•use knowledge to improve a made product by strengthening, stiffening or reinforcing** | **•explain how food ingredients should be stored and give reasons**  **•work within a budget to create a meal**  **•understand the difference between a savoury and sweet dish** |