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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** |