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| <p>A progression of the key Design and Technology skills and understanding, as set out in the Purpose of Study and Aims of the National Curriculum (Published for Sept. 2014) A suggestion by Chris Trevor and Lindsay Swift of Mossley CE Primary School christrevor@histgeog.org.uk</p> | <p>Technical knowledge develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> | <p>Designing and making build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.</p> | <p>Evaluation critique, evaluate and test their ideas and products and the work of others Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.</p> | <p>Nutrition and cookery understand and apply the principles of nutrition and learn how to cook.</p> | <p>Initials of children not meeting or exceeding the stated expectations</p> |
| <p>Emerging knowledge, skills and concepts</p> | <p>I can explain what I am making and which tools I am using.</p> | <p>I can show that I can create products for a use and purpose using my practical ideas. I use models pictures and words to describe what I want to do. I can use tools and manipulate materials with help where needed.</p> | <p>I can talk about my and other people's work in simple terms and describe how a product works.</p> | <p>I am beginning to understand where food comes from. I am beginning to know what a healthy diet is. I can prepare simple dishes.</p> | |
| <p>Expected by the end of KS1 Year 2</p> | <p>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. I can select appropriate tools, techniques and materials and explain my choice.</p> | <p>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 select from and use a range of tools and equipment to perform practical tasks [for 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> | <p>explore and evaluate a range of existing products evaluate their ideas and products against design criteria. I can recognise what I have done well and I can suggest what I can do better in the future.</p> | <p>use the basic principles of a healthy and varied diet to prepare dishes I understand where food comes from.</p> | |
| <p>Expected by the end of lower KS2 Year 4</p> | <p>I can choose appropriate tools, equipment, components and techniques to make functional products. I can my apply my technical knowledge and understanding of the nature of materials to cut, shape and join them with some accuracy.</p> | <p>I can generate ideas and recognise my designs could meet a range of different needs and users. I can think ahead about the order of my work and make a realistic plan for achieving my aims. I produce step by step plans to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and patterns and select from and use a wider range of tools and equipment to perform practical tasks [for</p> | <p>I can reflect on the design and make process and identify some improvements to my products. understand how key events and individuals in design and technology have helped shape the world</p> | <p>I am beginning to understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury</p> | |

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| | <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | <p>example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> | | <p>dishes using simple cooking techniques</p> <p>I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | |
| <p>Expected by the end of KS2 Year 6</p> | <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p><input type="checkbox"/> apply their understanding of computing to program, monitor and control their products.</p> | <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> | <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world.</p> <p>I can identify what is working well and what could be improved to overcome technical problems.</p> <p>When evaluating I pay attention to the quality of finish.</p> | <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | |
| <p>Exceeding the expected knowledge, skills and concepts by the end of KS2</p> | | | | | |