

Design Technology KS1

Progression of skills

Structures Textiles Mechanical Systems

The highlighted skills are suggested in which area of DT they could be taught.

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| **DESIGN** | |
| **Year 1** | **Year 2** |
| Begin to draw on their own experiences to help generate ideas.  Begin to understand the development of products eg what they are, how they work, materials used.  Understand how to identify a target group for what they intend to design and make based on design criteria.  Start to develop their ideas through talk and drawings.  Make templates and mock ups of their ideas on card, paper or using ICT. | Start to generate ideas relating to their own experience.  Begin to develop their own ideas through discussion, observation, drawing and modelling.  Identify a purpose for what they intend to design and make.  Understand how to identify a target group for what they intend to design and make based on design criteria.  Develop their ideas through talk and drawings and label parts.  Make templates and mock ups of their ideas on card, paper or using ICT. |
| **MAKE** | |
| Begin to make their design using appropriate techniques.  Begin to build structures, exploring how they can be made stronger, stiffer and more stable.  Explore and use mechanisms eg levers, sliders, wheels and axels in their products.  With support, measure, mark out, cut and shape a range of materials.  Explore using tools eg scissors and a hole punch safely.  Begin to assemble, join and combine materials and components together using a variety of methods eg glues or tapes.  Begin to use simple finishing techniques to improve the appearance of their product. | Begin to select tools and materials using the correct vocabulary to name and describe them.  Build structures and explore how they can be made stronger, stiffer and more stable.  Explore, use and explain how mechanisms work eg levers, sliders, wheels and axels in their products.  With help, measure, cut and score with some accuracy.  Learn to use hand tools safely and appropriately.  Start to assemble, join and combine materials in order to make a product.  Demonstrate how to cut, shape and join fabric to make a simple product.  Use basic sewing techniques.  Start to choose and use appropriate finishing techniques based on their own ideas |
| **EVALUATE** | |
| Start to evaluate their product by discussing how well it works in relation to the purpose.  When looking at existing products explain what they like or dislike about them and why.  Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make. | Evaluate their work against their design criteria.  Look at arrange of existing products.  Explain what they like and dislike about products and why.  Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.  With confidence talk about their ideas, saying what they like and dislike about them. |
| **TECHNICAL KNOWLEDGE** | |
| Understand about the simple working qualities of materials and components.  Understand about the movement of simple mechanisms including levers and sliders.  Understand that food ingredients should be combined according to their sensory characteristics.  Know the correct technical vocabulary for the task they are working on.  Understand how freestanding structures can be made stronger, stiffer and more stable. | Understand about the simple working characteristics of materials and components.  Understand about the movement of simple mechanisms including levers, sliders, wheels and axles.  Understand that food ingredients should be combined according to their sensory characteristics.  Know the correct vocabulary for the projects they are undertaking.  Understand how freestanding structures can be made stronger, stiffer and more stable. |
| **COOKING AND NUTRITION** | |
| Begin to understand that all food comes from animals or plants.  Explore the understanding that food has to be farmed, grown elsewhere (eg home) or caught.  Start to understand how to name and sort foods into the five groups in the ‘Eat Well Plate’.  Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.  Know how to prepare simple dishes safely and hygienically, without using a heat source.  Know how to use techniques such as cutting, peeling and grating. | Understand that all food comes from plants or animals.  Know that food has to be farmed, grown elsewhere (eg home) or caught.  Understand how to name and sort foods in the five groups in Eat Well Plate’.  Know that everyone should eat at least five portions of fruit and vegetables every day.  Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.  Demonstrate how to use techniques such as cutting, peeling and grating. |