

Design Technology skills progression at Bowness on Solway Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	I am beginning to design products for myself and others using a simple design template. (Purposeful, functional and appealing)	I can design products for myself and others using a design template. (Purposeful, functional and appealing)	I can use a design checklist to inform the design of a functional product. (Fit for purpose, aimed at individual or groups)	I can use and develop a design checklist to inform the design of a creative, original, functional and appealing product. (Fit for purpose, aimed at individual or groups)	I can make, develop, model and communicate my ideas through discussion.	I can make, develop, model and communicate my ideas through discussion.
	I am beginning to make, develop, model and express my ideas through talking.	I can make, develop, model and express my ideas through talking.	I am beginning to communicate my ideas through discussion.	I can make, model and communicate my ideas through discussion.	I can make, develop, model and communicate my ideas through annotated sketches.	I can make, develop, model and communicate my ideas through annotated sketches.
	I am beginning to make, develop, model and express my ideas through simple drawing.	I can make, develop, model and express my ideas through drawing.	I am beginning to communicate my ideas through annotated sketches.	I can make, model and communicate my ideas through annotated sketches.	I can make, develop, model and communicate my ideas through prototypes.	I can make, develop, model and communicate my ideas through patterned pieces.
	I am beginning to make, develop, model and express my ideas through templates. (Models)	I can make, develop, model and express my ideas through templates. (Models)		I can make, develop, model and communicate my ideas through cross-sectional and exploded diagrams.	I am beginning to make, model and communicate my ideas through computer-aided designs.	
	I am beginning to make, develop, model and express my ideas using ICT.	I can make, develop, model and express my ideas using ICT.		I can make, develop, model and communicate my ideas through patterned pieces.		
				I can make, develop, model and communicate my ideas through computer-aided designs		
Make	I am beginning to select from and use a some tools and equipment to complete practical tasks. (cutting, shaping, joining and finishing)	I can select from and use a range of tools and equipment to complete practical tasks. (cutting, shaping, joining and finishing)	I can use a wider range of tools and equipment to perform simple, practical tasks. (Cutting, shaping, joining and finishing)	I can select from and use a wider a range of tools and equipment to perform practical tasks accurately. (Cutting, shaping, joining and finishing)	I can confidently select from and use a wider a range of tools and equipment to perform practical tasks accurately. (Cutting, shaping, joining and finishing)	I can competently select from and use a wider a range of tools and equipment to perform practical tasks accurately. (Cutting, shaping, joining and finishing)
	I am beginning to select and use some different materials and equipment using their features to help me. (construction materials, textiles and ingredients.)	I can select and use a range of materials and equipment using their features to help me. (construction materials, textiles and ingredients.)	I can use a wider range of materials and equipment according to their functions, properties. (Construction materials, textiles and ingredients.)	I can select and use a wider range of materials and equipment according to their functions, properties. (Construction materials, textiles and ingredients.)	I can confidently select and use a wider range of materials and equipment according to their functions, properties, and looks. (Construction materials, textiles and ingredients.)	I can competently select and use a wider range of materials and equipment according to their functions, properties, and looks. (Construction materials, textiles and ingredients.)

Evaluate	I am beginning to explore a variety of made products.	I can explore and evaluate a variety of made products.	I am beginning to investigate a range of existing products.	I am beginning investigate and analyse a range of existing products.	I can investigate and analyse a range of existing products.	I can investigate and analyse a range of existing products in detail.
					I can evaluate my ideas and products against my own criteria and consider the views of others to improve my work.	I can confidently evaluate my ideas and products against my own criteria and consider the views of others to improve my work.
	I am beginning to evaluate my ideas and products against a design checklist.	I can evaluate my ideas and products against a design checklist.	I am beginning to evaluate my ideas and products against my own criteria to improve my work.	I can evaluate my ideas and products against my own criteria to improve my work.	I can understand how key events in design and technology have helped shape the world.	I can understand how key events and individuals in design and technology have helped shape the world.
Technical knowledge	I can build structures, and explore how they can be made stronger.	I can build structures, and explore how they can be made stronger, stiffer and more stable.	I can apply my understanding of how to strengthen more complex structures.	I can apply my understanding of how to strengthen more complex structures.	I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.	I can confidently apply my understanding of how to strengthen, stiffen and reinforce more complex structures.
	I can explore mechanisms. (Leavers, sliders, wheels and axles)	I can explore and use mechanisms in my models. (Leavers, sliders, wheels and axles)	I can understand and use mechanical systems in my products (for example levers)	I can understand and use mechanical systems in my products [for example- cams, levers]	I can understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]	I can understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]
			I can use electrical systems in my products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	I can understand and use electrical systems in my products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	I can apply my understanding of computing to program my products.	I can apply my understanding of computing to program, monitor and control my products.
Cooking and Nutrition	I can talk about how to make healthy dishes.	I can use the basic principles of a healthy and varied diet to prepare dishes	I am beginning to understand the principles of a healthy and varied diet.	I can understand the principles of a healthy and varied diet.	I can understand and apply the principles of a healthy and varied diet.	I can confidently understand and apply the principles of a healthy and varied diet.
	I am beginning to understand where food comes from.	I can understand where food comes from.	I can help to prepare and cook savoury dishes.	I can prepare and cook a variety of mainly savoury dishes.	I can prepare and cook a variety of mainly savoury dishes using a range of cooking techniques.	I can prepare and cook a variety of mainly savoury dishes using a wide range of cooking techniques.
			I understand seasonality.	I understand seasonality, and know where a variety of ingredients are grown and reared.	I can understand seasonality, and know where and how a variety of ingredients are grown, reared.	I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.