

# Intake Farm Primary School - Design & Technology Progression



	EYFS	Year 1	Year 2	End of KS1 NC Expectations	Year 3	Year 4	Year 5	Year 6	End of KS2 NC Expectations
Design	<ul style="list-style-type: none"> <li>• Know how resources can be used</li> <li>• Select appropriate resources</li> <li>• Use gestures, talking and arrangements of materials and components to show design</li> <li>• Use contexts set by the teacher and myself</li> <li>• Understand the language of designing and making (join, build, shape, longer, shorter, heavier etc.)</li> <li>• Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• have own ideas</li> <li>• explain what I want to do</li> <li>• explain what my product is for, and how it will work</li> <li>• use pictures and words to plan, begin to use models</li> <li>• design a product for myself following design criteria</li> <li>• research similar existing products</li> </ul>	<ul style="list-style-type: none"> <li>• have own ideas and plan what to do next</li> <li>• explain what I want to do and describe how I may do it</li> <li>• explain purpose of product, how it will work and how it will be suitable for the user</li> <li>• describe design using pictures, words, models, diagrams, begin to use ICT</li> <li>• design products for myself and others following design criteria</li> <li>• choose best tools and materials, and explain choices</li> <li>• develop knowledge of existing products</li> <li>• use knowledge of existing products to produce ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>• begin to research others' needs</li> <li>• show design meets a range of requirements</li> <li>• describe purpose of product</li> <li>• follow a given design criteria</li> <li>• have at least one idea about how to create product</li> <li>• create a plan which shows order, equipment and tools</li> <li>• describe design using an accurately labelled sketch and words</li> <li>• make design decisions</li> <li>• explain how product will work</li> <li>• make a prototype</li> <li>• begin to use computers to show design</li> </ul>	<ul style="list-style-type: none"> <li>• use research for design ideas</li> <li>• show design meets a range of requirements and is fit for purpose</li> <li>• begin to create own design criteria</li> <li>• have at least one idea about how to create product and suggest improvements for design.</li> <li>• produce a plan and explain it to others</li> <li>• say how realistic plan is.</li> <li>• include an annotated sketch</li> <li>• make and explain design decisions considering availability of resources</li> <li>• explain how product will work</li> <li>• make a prototype</li> <li>• begin to use computers to show design.</li> </ul>	<ul style="list-style-type: none"> <li>• use internet and questionnaires for research and design ideas</li> <li>• take a user's view into account when designing</li> <li>• begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose</li> <li>• create own design criteria</li> <li>• have a range of ideas</li> <li>• produce a logical, realistic plan and explain it to others.</li> <li>• use cross-sectional planning and annotated sketches</li> <li>• make design decisions considering time and resources.</li> <li>• clearly explain how parts of product will work.</li> <li>• model and refine design ideas by making prototypes and using pattern pieces.</li> <li>• use computer-aided designs</li> </ul>	<ul style="list-style-type: none"> <li>• draw on market research to inform design</li> <li>• use research of user's individual needs, wants, requirements for design</li> <li>• identify features of design that will appeal to the intended user</li> <li>• create own design criteria and specification</li> <li>• come up with innovative design ideas</li> <li>• follow and refine a logical plan.</li> <li>• use annotated sketches, cross-sectional planning and exploded diagrams</li> <li>• make design decisions, considering, resources and cost</li> <li>• clearly explain how parts of design will work, and how they are fit for purpose</li> <li>• independently model and refine design ideas by making prototypes and using pattern pieces</li> <li>• use computer-aided designs</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>

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Make	<ul style="list-style-type: none"> <li>•Construct with a purpose, using a variety of resources</li> <li>•Use simple tools and techniques</li> <li>•Build / construct with a wide range of objects</li> <li>•Select tools &amp; techniques to shape, assemble and join</li> <li>•Replicate structures with materials / components</li> <li>•Discuss how to make an activity safe and hygienic</li> <li>•Record experiences by drawing, writing, voice recording</li> <li>•Understand different media can be combined for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>•explain what I'm making and why</li> <li>•consider what I need to do next</li> <li>•select tools/equipment to cut, shape, join, finish and explain choices</li> <li>•measure, mark out, cut and shape, with support</li> <li>•choose suitable materials and explain choices</li> <li>•try to use finishing techniques to make product look good</li> <li>•work in a safe and hygienic manner</li> </ul>	<ul style="list-style-type: none"> <li>•explain what I am making and why it fits the purpose</li> <li>•make suggestions as to what I need to do next.</li> <li>•join materials/components together in different ways</li> <li>•measure, mark out, cut and shape materials and components, with support.</li> <li>•describe which tools I'm using and why</li> <li>•choose suitable materials and explain choices depending on characteristics.</li> <li>•use finishing techniques to make product look good</li> <li>•work safely and hygienically</li> </ul>	<ul style="list-style-type: none"> <li>•Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>•Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>•select suitable tools/equipment, explain choices; begin to use them accurately</li> <li>• select appropriate materials, fit for purpose.</li> <li>• work through plan in order</li> <li>•consider how good product will be</li> <li>• begin to measure, mark out, cut and shape materials/ components with some accuracy</li> <li>• begin to assemble, join and combine materials and components with some accuracy</li> <li>• begin to apply a range of finishing techniques with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• select suitable tools and equipment, explain choices in relation to required techniques and use accurately</li> <li>•select appropriate materials, fit for purpose; explain choices</li> <li>• work through plan in order.</li> <li>• realise if product is going to be good quality</li> <li>• measure, mark out, cut and shape materials/components with some accuracy</li> <li>•assemble, join and combine materials and components with some accuracy</li> <li>•apply a range of finishing techniques with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• use selected tools/ equipment with good level of precision</li> <li>• produce suitable lists of tools, equipment/ materials needed</li> <li>•select appropriate materials, fit for purpose; explain choices, considering functionality</li> <li>• create and follow detailed step-by-step plan</li> <li>• explain how product will appeal to an audience</li> <li>• mainly accurately measure, mark out, cut and shape materials/components</li> <li>•mainly accurately assemble, join and combine materials/components</li> <li>• mainly accurately apply a range of finishing techniques</li> <li>• use techniques that involve a small number of steps</li> <li>• begin to be resourceful with practical problems</li> </ul>	<ul style="list-style-type: none"> <li>• use selected tools and equipment precisely</li> <li>•produce suitable lists of tools, equipment, materials needed, considering constraints</li> <li>• select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics</li> <li>• create, follow, and adapt detailed step-by-step plans</li> <li>•explain how product will appeal to audience; make changes to improve quality</li> <li>• accurately measure, mark out, cut and shape materials/components</li> <li>• accurately assemble, join and combine materials/components</li> <li>• accurately apply a range of finishing techniques</li> <li>• use techniques that involve a number of steps</li> <li>• be resourceful with practical problems</li> </ul>	<ul style="list-style-type: none"> <li>•Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>•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</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>•Adapt work if necessary</li> <li>•Dismantle, examine, talk about existing objects/structures</li> <li>•Consider and manage some risks</li> <li>•Practise some appropriate safety measures independently</li> </ul>	<ul style="list-style-type: none"> <li>•talk about my work, linking it to what I was asked to do</li> <li>• talk about existing products considering: use, materials, how they work, audience, where they work, audience, where</li> </ul>	<ul style="list-style-type: none"> <li>• describe what went well, thinking about design criteria</li> <li>• talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion</li> </ul>	<ul style="list-style-type: none"> <li>•Explore and evaluate a range of existing products</li> <li>•Evaluate their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• look at design criteria while designing and making</li> <li>•use design criteria to evaluate finished product</li> <li>• say what I would change to make design better</li> <li>•begin to evaluate existing products,</li> </ul>	<ul style="list-style-type: none"> <li>•refer to design criteria while designing and making</li> <li>•use criteria to evaluate product</li> <li>• begin to explain how I could improve original design</li> <li>•evaluate existing products, considering: how well they've been made, materials, whether they work, how they</li> </ul>	<ul style="list-style-type: none"> <li>•evaluate quality of design while designing and making</li> <li>•evaluate ideas and finished product against specification, considering purpose and appearance.</li> <li>•test and evaluate final product</li> </ul>	<ul style="list-style-type: none"> <li>•evaluate quality of design while designing and making; is it fit for purpose?</li> <li>• keep checking design is best it can be.</li> <li>•evaluate ideas and finished product against specification, stating if it's fit for purpose</li> </ul>	<ul style="list-style-type: none"> <li>•Investigate and analyse a range of existing products.</li> <li>•Evaluate their ideas and products against their own design criteria and</li> </ul>

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	<ul style="list-style-type: none"> <li>•Talk about how things work</li> <li>•Look at similarities and differences between existing objects / materials / tools</li> <li>•Show an interest in technological toys</li> <li>•Describe textures</li> </ul>	<p>they might be used</p> <ul style="list-style-type: none"> <li>•talk about existing products, and say what is and isn't good</li> <li>• talk about things that other people have made</li> <li>•begin to talk about what could make product better</li> </ul>	<ul style="list-style-type: none"> <li>•evaluate how good existing products are</li> <li>•talk about what I would do differently if I were to do it again and why</li> </ul>		<p>considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose</p> <ul style="list-style-type: none"> <li>• begin to understand by whom, when and where products were designed</li> <li>• learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products</li> </ul>	<p>have been made, fit for purpose</p> <ul style="list-style-type: none"> <li>• discuss by whom, when and where products were designed</li> <li>• research whether products can be recycled or reused</li> <li>• know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</li> <li>• begin to evaluate how much products cost to make and how innovative they are</li> <li>•research how sustainable materials are</li> <li>•talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products</li> </ul>	<ul style="list-style-type: none"> <li>•test and evaluate final product; explain what would improve it and the effect different resources may have had</li> <li>•do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose</li> <li>•evaluate how much products cost to make and how innovative they are</li> <li>•research and discuss how sustainable materials are</li> <li>•consider the impact of products beyond their intended purpose</li> <li>•discuss some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products</li> </ul>	<p>consider the views of others to improve their work.</p> <ul style="list-style-type: none"> <li>•Understand how key events and individuals in design and technology have helped shape the world</li> </ul>
Technical knowledge - Materials/ structures		<ul style="list-style-type: none"> <li>•begin to measure and join materials, with some support</li> <li>•describe differences in materials</li> <li>•suggest ways to make material/product stronger</li> </ul>	<ul style="list-style-type: none"> <li>•measure materials</li> <li>•describe some different characteristics of materials</li> <li>•join materials in different ways</li> <li>•use joining, rolling or folding to make it stronger</li> <li>•use own ideas to try to make product stronger</li> </ul>	<ul style="list-style-type: none"> <li>•Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>•use appropriate materials</li> <li>•work accurately to make cuts and holes</li> <li>• join materials</li> <li>•begin to make strong structures</li> </ul>	<ul style="list-style-type: none"> <li>•measure carefully to avoid mistakes</li> <li>•attempt to make product strong</li> <li>•continue working on product even if original didn't work</li> <li>•make a strong, stiff structure</li> </ul>	<ul style="list-style-type: none"> <li>•select materials carefully, considering intended use of product and appearance</li> <li>•explain how product meets design criteria</li> <li>•measure accurately enough to ensure precision</li> <li>•ensure product is strong and fit for purpose</li> <li>•begin to reinforce and strengthen a 3D frame</li> </ul>	<ul style="list-style-type: none"> <li>•select materials carefully, considering intended use of the product, the aesthetics and functionality.</li> <li>•explain how product meets design criteria</li> <li>• reinforce and strengthen a 3D frame</li> </ul>	<ul style="list-style-type: none"> <li>•Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>

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<p>Technical knowledge- Mechanisms</p>		<ul style="list-style-type: none"> <li>*begin to use levers or slides</li> </ul>	<ul style="list-style-type: none"> <li>*use levers or slides</li> <li>*begin to understand how to use wheels and axles</li> </ul>	<ul style="list-style-type: none"> <li>*Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>*select appropriate tools / techniques</li> <li>*alter product after checking, to make it better</li> <li>*begin to try new/different ideas</li> <li>*use simple lever and linkages to create movement</li> </ul>	<ul style="list-style-type: none"> <li>*select most appropriate tools / techniques</li> <li>*explain alterations to product after checking it</li> <li>*grow in confidence about trying new / different ideas.</li> <li>*use levers and linkages to create movement</li> <li>*use pneumatics to create movement</li> </ul>	<ul style="list-style-type: none"> <li>*refine product after testing</li> <li>*grow in confidence about trying new / different ideas</li> <li>*begin to use cams, pulleys or gears to create movement</li> </ul>	<ul style="list-style-type: none"> <li>*refine product after testing, considering aesthetics, functionality and purpose</li> <li>*incorporate hydraulics and pneumatics</li> <li>*be confident to try new / different ideas</li> <li>*use cams, pulleys and gears to create movement</li> </ul>	<ul style="list-style-type: none"> <li>*Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>
<p>Technical knowledge- Textiles</p>		<ul style="list-style-type: none"> <li>*measure, cut and join textiles to make a product, with some support</li> <li>*choose suitable textiles</li> </ul>	<ul style="list-style-type: none"> <li>*measure textiles</li> <li>*join textiles together to make a product, and explain how I did it</li> <li>*carefully cut textiles to produce accurate pieces</li> <li>*explain choices of textile</li> <li>*understand that a 3D textile structure can be made from two identical fabric shapes.</li> </ul>		<ul style="list-style-type: none"> <li>*join different textiles in different ways</li> <li>*choose textiles considering appearance and functionality</li> <li>*begin to understand that a simple fabric shape can be used to make a 3D textiles project</li> </ul>	<ul style="list-style-type: none"> <li>*think about user when choosing textiles</li> <li>*think about how to make product strong</li> <li>*begin to devise a template</li> <li>*explain how to join things in a different way</li> <li>*understand that a simple fabric shape can be used to make a 3D textiles project</li> </ul>	<ul style="list-style-type: none"> <li>*think about user and aesthetics when choosing textiles</li> <li>*use own template</li> <li>*think about how to make product strong and look better</li> <li>*think of a range of ways to join things</li> <li>*begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.</li> </ul>	<ul style="list-style-type: none"> <li>*think about user's wants/needs and aesthetics when choosing textiles</li> <li>*make product attractive and strong</li> <li>*make a prototype</li> <li>*use a range of joining techniques</li> <li>*think about how product might be sold</li> <li>*think carefully about what would improve product</li> <li>*understand that a single 3D textiles project can be made from a combination of fabric shapes.</li> </ul>	
<p>Technical knowledge - Food and nutrition</p>	<ul style="list-style-type: none"> <li>*Begin to understand some food preparation tools, techniques and processes</li> <li>*Practise stirring, mixing, pouring, blending</li> <li>*Discuss how to make an activity safe and hygienic</li> <li>*Discuss use of senses</li> <li>*Understand need for variety in food</li> </ul>	<ul style="list-style-type: none"> <li>*describe textures</li> <li>*wash hands &amp; clean surfaces</li> <li>*think of interesting ways to decorate food</li> <li>*say where some foods come from. (i.e. plant or animal)</li> <li>*describe differences between some food groups (i.e. sweet, vegetable etc.)</li> </ul>	<ul style="list-style-type: none"> <li>*explain hygiene and keep a hygienic kitchen</li> <li>*describe properties of ingredients and importance of varied diet</li> <li>*say where food comes from (animal, underground etc.)</li> <li>*describe how food is farmed, home-grown, caught</li> <li>*draw eat well plate; explain there are groups of food</li> </ul>	<ul style="list-style-type: none"> <li>*Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>*Understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>*carefully select ingredients</li> <li>*use equipment safely</li> <li>*make product look attractive</li> <li>*think about how to grow plants to use in cooking</li> <li>*begin to understand food comes from UK and wider world</li> <li>*describe how healthy diet= variety/balance of food/drinks</li> <li>*explain how food and drink are needed</li> </ul>	<ul style="list-style-type: none"> <li>*explain how to be safe/hygienic</li> <li>*think about presenting product in interesting/attractive ways</li> <li>*understand ingredients can be fresh, pre-cooked or processed</li> <li>*begin to understand about food being grown, reared or caught in the UK or wider world</li> <li>*describe eat well plate and how a healthy diet=variety / balance of food and drinks</li> </ul>	<ul style="list-style-type: none"> <li>*explain how to be safe / hygienic and follow own guidelines</li> <li>*present product well - interesting, attractive, fit for purpose</li> <li>*begin to understand seasonality of foods</li> <li>*understand food can be grown, reared or caught in the UK and the wider world</li> <li>*describe how recipes can be adapted to</li> </ul>	<ul style="list-style-type: none"> <li>*understand a recipe can be adapted by adding / substituting ingredients</li> <li>*explain seasonality of foods</li> <li>*learn about food processing methods</li> <li>*name some types of food that are grown, reared or caught in the UK or wider world</li> <li>*adapt recipes to change appearance, taste, texture or aroma.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand and apply the principles of a healthy and varied diet</li> <li>*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>*Understand seasonality, and know</li> </ul>

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	<ul style="list-style-type: none"> <li>•Begin to understand that eating well contributes to good health</li> </ul>	<ul style="list-style-type: none"> <li>•discuss how fruit and vegetables are healthy</li> <li>•cut, peel and grate safely, with support</li> </ul>	<ul style="list-style-type: none"> <li>•describe "five a day"</li> <li>•cut, peel and grate with increasing confidence</li> </ul>		<ul style="list-style-type: none"> <li>for active/healthy bodies.</li> <li>•prepare and cook some dishes safely and hygienically</li> <li>•grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul>	<ul style="list-style-type: none"> <li>•explain importance of food and drink for active, healthy bodies</li> <li>•prepare and cook some dishes safely and hygienically</li> <li>•use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul>	<ul style="list-style-type: none"> <li>change appearance, taste, texture, aroma</li> <li>•explain how there are different substances in food / drink needed for health</li> <li>•prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source</li> <li>• use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>	<ul style="list-style-type: none"> <li>•describe some of the different substances in food and drink, and how they can affect health</li> <li>•prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.</li> <li>•use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>	<ul style="list-style-type: none"> <li>where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
<p>Technical knowledge - Electrical systems</p>					<ul style="list-style-type: none"> <li>•use simple circuit in product</li> <li>•learn about how to program a computer to control product.</li> </ul>	<ul style="list-style-type: none"> <li>•use number of components in circuit</li> <li>•program a computer to control product</li> </ul>	<ul style="list-style-type: none"> <li>•incorporate switch into product</li> <li>•confidently use number of components in circuit</li> <li>•begin to be able to program a computer to monitor changes in environment and control product</li> </ul>	<ul style="list-style-type: none"> <li>•use different types of circuit in product</li> <li>• think of ways in which adding a circuit would improve product</li> <li>• program a computer to monitor changes in environment and control product</li> </ul>	<ul style="list-style-type: none"> <li>•Understand and use electrical systems in their products [for example, series circuits</li> </ul>

Knowledge

Skills