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| **Abbey KS1 and KS2 DT Progression of Skills** https://img.cdn.schooljotter2.com/sampled/12845791/100/100/nocrop/ | | | | | |
| Year  Group | Design | Make | Evaluate | Technical Knowledge | End Points |
| 1 | • State what products they are designing and making  • Say whether their products are for themselves or other users  • Say how their products will work  • Generate ideas by drawing on their own experiences  • Develop and communicate ideas by talking and drawing | • Plan by suggesting what to do next  • Select from a range of tools and equipment, explaining their choices  • Follow procedures for safety and hygiene  • Assemble, join or combine materials or components  • Use finishing techniques | • Talk about their design ideas and what they are making  • Suggest how their products could be improved  • To explore existing products:   * What products are * Who products are for * How products are used * What they like and dislike about a product | • To explore and use mechanisms such as levers, sliders, wheels and axles, in their products | • Design products that have a clear purpose and an intended user.  • Make products, refining the design as work progresses.  • Use a range of tools and equipment.  • To identify likes and dislikes of their designs and to suggest improvements.  • Explore how and why existing products have been created. |
| 2 | • Describe what their products are for  • Say how their products will work  • Say how they will make their products suitable for their intended users  • Use simple design criteria to help develop their ideas  • Use knowledge of existing products to help come up with ideas  • Model their ideas using materials, components or construction kits, or by making templates or mock-ups  • Use information and communication technology, where appropriate, to develop and communicate their ideas | • Plan by suggesting what to do next  • Select from a range of materials or components according to their characteristics  • Use a range of materials or components e.g. construction materials, construction kits, textiles, food ingredients or mechanical components  • Measure, mark out, cut or shape materials and components  • Use finishing techniques | • Make simple judgements about their products and ideas against design criteria  • Suggest how their products could be improved  To explore existing products:   * What products are for * How products work * Where products might be used * What materials products are made from * What they like and dislike about a product | • To build structures, exploring how they can be made stronger, stiffer and more stable  • To explore and use mechanisms such as levers, sliders, wheels and axles, in their products |
| 3 | • Describe the purpose of their products  • Explain how particular parts of their products work  • Develop their own design criteria and use these to inform their ideas  • Share and clarify ideas through discussion  • Use annotated sketches to develop and communicate their ideas  • Model their ideas using prototypes or pattern pieces | • Select tools and equipment suitable for the task  • Select materials or components suitable for the task  • Order the main stages of making  • Follow procedures for safety and hygiene  • Use a range of materials or components e.g. construction materials or kits, textiles, food ingredients, mechanical components or electrical components  • Measure, mark out, cut or shape materials or components with some accuracy  • Assemble, join or combine materials or components with some accuracy  • Apply a range of finishing techniques | • Refer to their design criteria as they design and make  • Identify the strengths and areas for development in their ideas or products  • To investigate and analyse existing products:   * How well products have been designed and made * Why materials have been chosen * Whether products can be recycled or reused   • To know about an inventor, designer, engineer, chef or manufacturer who has helped shape the world. | • Apply their understanding of how to strengthen, stiffen and reinforce structures | • Design with purpose by identifying opportunities to design.  • Develop their own design criteria.  • Make products by working efficiently (such as by carefully selecting tools and materials).  • Refine work and techniques when making.  • Continually evaluate their product design.  • Improve upon existing designs, giving reasons for choices.  •Investigate and analyse existing products to understand how they work.  • Identify some of the great designers in all of the areas of study |
| 4 | • Gather information about the needs and wants of particular individuals or groups  • Indicate the design features of their products that will appeal to intended users  • Develop their own design criteria and use these to inform their ideas  • Use annotated sketches, cross-sectional drawings or exploded diagrams to develop and communicate their ideas  • Use computer-aided design to develop and communicate their ideas  • Make design decisions that take account of the availability of resources | • Explain their choice of tools and equipment  • Explain their choice of materials or components according to functional properties and aesthetic qualities  • Order the main stages of making  • Follow procedures for safety and hygiene  • Use a wide range of materials or components e.g. construction materials or kits, textiles, food ingredients, mechanical components or electrical components  • Measure, mark out, cut or shape materials or components with some accuracy  • Assemble, join or combine materials or components with some accuracy  • Apply a range of finishing techniques with some accuracy. | • Refer to their design criteria as they design and make  • Use their design criteria to evaluate their completed products  • Consider the views of others to improve their work  • To investigate and analyse existing products:   * How well products work * How well products achieve their purpose * Where and when products were designed and made   • To know about an inventor, designer, engineer, chef or manufacturer who has helped shape the world. | • To know how electrical circuits and components can be used to create functional products  • Use an electrical system in a product (e.g. series circuits incorporating switches, bulbs, buzzers and motors) |
| 5 | • Carry out research, using a survey, interview, questionnaire or web-based resource  • Explain how particular parts of their products work  • Indicate the design features of their products that will appeal to intended users  • Develop a design criteria to guide their thinking  • Use annotated sketches, cross-sectional drawings or exploded diagrams to develop and communicate their ideas  • Generate innovative ideas, drawing on research  • Make design decisions, taking account of constraints such as time, resources or cost | • Produce appropriate lists of tools, equipment and materials that they need  • Formulate step-by-step plans as a guide to making  • Accurately measure, mark out, cut or shape materials or components  • Accurately assemble, join or combine materials or components  • Accurately apply a range of finishing techniques | • Evaluate the quality of the design, manufacture or fitness for purpose of their products as they design and make  • Evaluate their final products against their original design specification  • Consider the views of others to improve their work  • To investigate and analyse existing products:   * How well products have been designed and made * Why materials have been chosen * How much products cost to make * How innovative products are   • To know about an inventor, designer, engineer, chef or manufacturer who has helped shape the world | • To know that mechanical systems have an input, process and output  • Use a mechanical system in a product e.g. gear, pulley, cam, lever or linkage. | • Design with the user in mind.  • Create innovative designs that improve upon existing products.  • Make products through stages, making continual refinements.  • Develop a range of practical skills to create products.  • Ensure products have a high quality finish, using art skills where appropriate.  • Evaluate the design of products so as to suggest improvements to the user experience.  • Understand the impact of some of the great designers in all of the areas of study |
| 6 | • Identify the needs, wants or preferences of particular individuals or groups  • Indicate the design features of their products that will appeal to intended users  • Explain how particular parts of their products work  • Develop a design criteria to guide their thinking  • Use annotated sketches, cross-sectional drawings or exploded diagrams to develop and communicate their ideas  • Model their ideas using prototypes or pattern pieces  • Use computer-aided design to develop and communicate their ideas | • Produce appropriate lists of tools, equipment and materials that they need  • Explain their choice of materials or components according to functional properties and aesthetic qualities  • Formulate step-by-step plans as a guide to making  • Accurately measure, mark out, cut or shape materials or components  • Accurately assemble, join or combine materials or components  • Accurately apply a range of finishing techniques  • Demonstrate resourcefulness when tackling practical problems | • Critically evaluate the quality of the design, manufacture or fitness for purpose of their products as they design and make  • Evaluate their final products against their original design specification  • Consider the views of others to improve their work  • To investigate and analyse existing products:   * How well products have been designed and made * What methods of construction have been used * How well products meet user needs and wants * How sustainable the materials in products are * What impact products have beyond their intended purpose   • To know about an inventor, designer, engineer, chef or manufacturer who has helped shape the world | • To know that products can be controlled by computers  • Program a computer to control their product or to monitor changes |

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| Cooking and Nutrition | | | | |
| Year  Group | Knowledge | Recipes, ingredients and evaluation | Skills | End Points |
| 1 | • To know that all food comes from plants or animals  • To know that everyone should eat at least five portions of fruit and vegetables every day | • Recognise a range of familiar ingredients e.g. vegetables, dairy, eggs.  • Describe the taste of a range of ingredients.  • Follow simple recipe instructions, either in simple sentences or using pictures. | • Demonstrate some skills from the Year 1 cookery skills list | • Understand where food comes from.  • Know that a variety of food is needed for health.  • Measure ingredients  • Cut, peel or grate ingredients safely and hygienically  • Mix or combine ingredients  • Assemble or cook ingredients |
| 2 | • To know that food has to be farmed, grown elsewhere (e.g. home) or caught  • To name and sort foods into the five groups in The Eatwell Plate | • Follow simple recipe instructions, either in simple sentences or using pictures.  • Identify what they like and dislike about the food they have cooked | • Demonstrate some skills from the Year 2 cookery skills list |
| 3 | • To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world  • To know that to be active and healthy, food and drink are needed to provide energy for the body | • Recognise and name a broad range of ingredients (e.g. cereals, meat, fish).  • Use simple food descriptors relating to flavour, texture and appearance  • Read and follow a simple recipe.  • Suggest what they could do differently next time to improve what they have made. | • Prepare food safely and hygienically.  • Demonstrate some skills from the Year 3 cookery skills list | • Understand the principles of a healthy and varied diet  • Measure or weigh ingredients  • Prepare ingredients hygienically using appropriate utensils  • Follow a recipe  • Assemble or cook a variety of dishes. |
| 4 | • That food ingredients can be fresh, pre-cooked or processed  • That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate | • Recognise and name a broad range of ingredients (e.g. cereals, meat, fish)  • Use simple food descriptors relating to flavour, texture and appearance.  • Read and follow a simple recipe.  • Identify what they would do differently next time to improve what they have made. | • Prepare food safely and hygienically.  • Demonstrate some skills from the Year 4 cookery list |
| 5 | • To know that seasons may affect the food available  • To know that a recipe can be adapted by adding or substituting one or more ingredients  • To know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health | • Confidently read and follow a recipe.  • Suggest how they could change the recipe to improve the food they have made. | • Prepare food safely and hygienically.  • Demonstrate some skills from the Year 5 cookery list | • Apply the principles of a healthy and varied diet  • Accurately measure or weigh ingredients  • Confidently read and follow a recipe  • Demonstrate a range of baking and cooking techniques  • Identify how to change a recipe to make improvements |
| 6 | • To know how food is processed into ingredients that can be eaten or used in cooking  • To know that recipes can be adapted to change the appearance, taste, texture and aroma | • Use a range of food descriptors relating to flavour, texture and appearance.  • Confidently read and follow a recipe.  • Identify how they would change the recipe to improve the food they have made. | • Prepare food safely and hygienically.  • Demonstrate some skills from the Year 6 cookery list |