

Design and Technology Progression

Research, plan and design-	Year 1	<ul style="list-style-type: none"> - Identify some key features of an existing product. - Generate some ideas of their own. - Plan an outcome through pictures with labels/annotations. - Can explain their ideas orally.
	Year 2	<ul style="list-style-type: none"> - Generate ideas through comparing existing products. - Plan an innovative product. - Magpie features from existing products. - Identify appropriate tools and materials explaining their choices. - Describe their design by using pictures, diagrams and words. - Replicate the design of an existing product.
	Year 3	<ul style="list-style-type: none"> - Plan and design using accurate diagrams and labels. - Order the main stages of making their product. - Identify a design criteria and establish a purpose/audience for their product. - Create realistic plans e.g. what tools, equipment, materials and processes they will use. - Adapt or improve their original ideas - Explain why they have selected specific materials for their design/product - Begin to communicate influences of their design/product through clear explanations and designs
	Year 4	<ul style="list-style-type: none"> - Plan and design using accurate diagrams and labels and to be able to give fluent explanations for their choices of materials. - Create a final design for their product based on initial ideas and research based on existing products and ideas. - Create a detailed plan considering their target audience, design criteria and intended purpose. - Use a range of sources e.g. books, internet, museums to influence their ideas. - Discuss how a range of factors influences design from different cultures.
	Year 5	<ul style="list-style-type: none"> - Identify their target audience and use this to generate ideas. - Take a user's view into account when designing. - Produce a detailed step-by-step plan for their design method. - Suggest some alternative design and compare the benefits and drawbacks to inform the design process and outcome. - Discuss how a range of factors influences designs and aesthetics from different cultures
	Year 6	<ul style="list-style-type: none"> - Apply a range of information to inform their design. - Carry out market research to inform plans such as: surveys, interviews, questionnaires and internet research. - Develop design specifications while working within constraints e.g. time, resources or cost. - Justify their plan to someone else and communicate their design ideas using annotated sketches, ICT and other methods. - Consider culture and society in their designs – target demographic. - Consider the use of the product when selecting materials. - Research how their product could be marketed through packaging and advertising. - Find evidence to support or refute whether their ideas and designs will/won't work using specific constraints e.g. time, resources and costs

Manufacture

Year 1	<ul style="list-style-type: none"> - Explain what they are making. - Select appropriate resources and tools. - Explain which tools they are using and why. - Know how to and use tools safely. - Use found items/junk-modelling to create. - Cut materials using scissors - Describe the materials using different words - Arrange pieces of the construction before building - Make a structure/model using different materials - Join materials and components together in different ways.
Year 2	<ul style="list-style-type: none"> - Measure materials to use in a model or structure. - Select appropriate tools for a task. - Cut a variety of materials using a range of tools - Join materials together to create a product - Describe materials and their properties using a range of vocabulary - Make sensible choices of which material to use for their construction - Identify how to and make their structure stronger, stiffer or more stable - Create an item that fulfils a purpose. - Use processes that require precision.
Year 3	<ul style="list-style-type: none"> - Use equipment and tools accurately and safely. - Select the most appropriate materials, tools and techniques to use. - Manipulate materials using a range of tools and equipment. - Measure, cut and assemble with increasing accuracy. - Join materials effectively to build a product. - Use a range of techniques to shape and mould materials. - Join textiles of different types in a range of ways (knotting, gluing) - Choose textiles both for their appearance and also qualities
Year 4	<ul style="list-style-type: none"> - Use equipment and tools with increased accuracy and safety. - Select the most effective materials, tools and techniques to use. - Manipulate materials effectively and accurately using a range of tools and equipment. - Measure, cut and assemble accurately explaining the process verbally. - Measure accurately to build effective structures. - Use a range of techniques to shape and mould. - Experiment with a range of techniques to increase stability in a structure. - Use finishing techniques, showing an awareness of audience. e.g. sanding, varnishing, glazing etc. - Consider which materials are fit for purpose and join them appropriately - Devise a template or pattern for their product - Begin to use a range of simple stitches

Evaluate.	Year 5	<ul style="list-style-type: none"> - Choose appropriate tools and materials to ensure that the final product will appeal to the audience. - Utilise a range of tools and equipment with good accuracy and effectiveness within established safety parameters. - Refine their product after testing it - Measure accurately to ensure precision. - Refine and further improve their product - Use a range of fabrics to weave a pattern - Build an image using fabrics - Make a product which moves
	Year 6	<ul style="list-style-type: none"> - Choose appropriate tools and materials to ensure that the final product will appeal to the audience. - Utilise a range of tools and equipment with good accuracy and effectiveness within established safety parameters. - Identify and begin to explore specialist tools, techniques and processes. - Apply measurements accurately to scale, according to design plans, ensuring precision. - Refine and further improve their product. - Use a sewing machine to join fabric and embellish fabric.
	Year 1	<ul style="list-style-type: none"> - Describe how their product works. - Identify successes and next steps. - Make links between their own designs and products and another designer - Evaluate their own and others' artwork and make suggestions for improvement
	Year 2	<ul style="list-style-type: none"> - Assess how well their product works through testing. - Explain what they would change if they were going to make their product again. - Explain what prior knowledge helped them to form their designs. - Make comparisons between their own artwork and other artists or designers - Articulate what they are trying to express in their own designs and products - Make suggestions for improvement in their own and others' products
	Year 3	<ul style="list-style-type: none"> - Adapt or improve their own ideas. - Think about their ideas as they make progress and be willing to make changes if this helps them to improve their work. - Assess how well their products work in relation to the purpose. - Explain how they could change their design to make it better. - Evaluate their learning process and make suggestions for improvement in their own and others' product/ design.
	Year 4	<ul style="list-style-type: none"> - Think about their ideas as they progress and alter the design to make improvements. - Assess how well their product works in relation to the design criteria and the intended purpose. - Explain how they could improve their design and how their improvement would affect the original outcome. - Critique their own and others' design/product throughout the learning process to develop and support each other
	Year 5	<ul style="list-style-type: none"> - Create and evaluate a prototype before creating a final outcome. - Continuously check that their design is effective and fit for purpose. - Assess how well their product works in relation to the design criteria and the intended purpose and suggest improvements. - Evaluate appearance and function against the original design criteria. - Critique their own and others' design/product throughout to develop and support each other and offer solutions to design problems.

and nutritio Food, health and nutrition	Year 6	<ul style="list-style-type: none"> - Create and evaluate a prototype before creating a final outcome. - Test and evaluate their final product. - Explore if different resources could have improved their product, explaining what it would have improved. - Research and explore what information they would need to make improvements. - Ensure their product meets all design criteria and explain why it does. - Identify and understand the impact the product has on individuals, society and the environment. - Identify and address their own design problems during the construction process. - Critique, evaluate and demonstrate that their product is strong and fit for purpose. - Refine their product after testing it and explain what they have improved and why. - Experiment with combining different materials exploring what makes them effective - Compare their design to X, explaining the effectiveness of both products mechanical components - Explain their own design or construction and what has influenced their choices
	Year 1	<ul style="list-style-type: none"> - Explain that some ingredients need to be prepared before they can be eaten - Explain that some equipment has a special job and know what that special job is, e.g. colander, peeler. - Understand that food is a basic requirement of life - Understand that we need food to grow, be active and maintain health - Talk about foods they like and dislike with reasons - Identify a wide variety of fruit and vegetables available which can be grouped and individually named - Make food choices that are based on a number of factors, such as health, event, hygiene, growing
	Year 2	<ul style="list-style-type: none"> - Use a range of simple equipment - Use basic cooking skills to make a dish - Explain the hygiene and safety rules, which need to be followed before, during and after cooking - Explain that people eat different food and meals according to the time of day, who they are, where they are from and the occasion - Know that everyone should eat at least 5 portions of fruit and vegetables every day - Use basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions - Experience food from their own heritage and explain their opinion about it. - Explain the part that food plays in special social occasions - Show a deeper understanding of the country they are studying, their food and customs - Consider that food processing can affect appearance, texture, odour and taste of food - Make food choices that are based on a number of factors, such as health, event, hygiene, growing
	Year 3	<ul style="list-style-type: none"> - Understand that diets around the world are based on similar food groups - Know and find out that food is prepared in different ways due to a number of factors, including country, culture, custom, religion, beliefs and dietary requirement. - Identify and plan the equipment/tools needed and give reasons why. - Use the eat-well plate and consider the needs of different people when planning and cooking food - Sort a selection of foods into the eat-well food groups - Recognise the 5 groups from the eat-well plate - Put together a balanced meal by choosing foods from different food groups

		<ul style="list-style-type: none"> - Assess a healthy plate and improve, explaining their choices - Suggest and demonstrate healthier ways to prepare and cook foods - Read and interpret basic nutrition information on food packaging when making choices - Research, plan and prepare food appropriate for a range of different requirements - Consider that people have different preferences and dietary requirements - Understand the important social aspects of food and how families in the past used to eat - Assess how well their recipe/meal works in relation to the purpose - Explain how they could change their recipe to make it better - Assess how well their meal/recipe works in relation to the design criteria and the intended purpose - Explain how they could improve their recipe and how their improvement would affect the original outcome
	Year 4	<ul style="list-style-type: none"> - Know that food is prepared in different ways due to a number of factors, including country, culture, custom and religion - Use the eat-well plate and consider the needs of different people when planning and cooking food - Suggest and demonstrate healthier ways to prepare and cook foods - Read and interpret basic nutrition information on food packaging when making choices - Identify the taste and texture of the product - Experience food from a different culture and comment on their opinions - Assess how well their recipe/meal works in relation to the purpose - Explain how they could change their recipe to make it better - Assess how well their meal/recipe works in relation to the design criteria and the intended purpose
	Year 5	<ul style="list-style-type: none"> - Write and follow recipes - Explain the importance of hygienic food preparation and storage - Weigh and measure accurately - Adapt a recipe by adding or substituting an ingredient - Change ingredients by using a heat source - Explain the hygiene and safety rules, which need to be followed before, during and after cooking and the consequences if these rules are not followed. - Know that improperly handled, stored and prepared food can cause illness. - Know that poor hygiene when cooking leads to the spread of bacteria, infection and fungi. - Know how to prevent contamination when cooking and handling food. - Recognise that there is a wide variety of food products from different cultural traditions - Recognise that different food products are an important part of a balanced diet - Recognise that food around the world is prepared in different ways, sometimes because of culture, customs and religion - Know about a country and how its customs and culture can affect the food people eat - Evaluate food based on its purpose, i.e. for exercise
	Year 6	<ul style="list-style-type: none"> - Demonstrate an extended range of food skills and techniques - Select tools and techniques that are appropriate to complete a task. - Demonstrate good personal hygiene and safety when cooking - Recognise that the amount of energy and nutrients provided by food depends on the portion eaten

		<ul style="list-style-type: none">- Evaluate food based on its purpose, i.e. for exercise- Explain why food is important beyond health and nutrition and make choices for this- Use food as a tool to bring people together- Make choices about ingredients, recipes and portion.
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