

High Ercall Primary School
Progression in Design and Technology

Date: May 2020

Subject Lead: KC

Review:

Curriculum Intent: It is the intent of High Ercall Primary School for Design and Technology to be taught in all year groups through at least one topic per term, which includes one topic relating to food. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design and technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers. (See intent document for further details)

Curriculum Expectations: What do we want children to be able to do by the end of Year 6?

We follow the National Curriculum expectations for Design and Technology and expect that our pupils will have met, or exceeded, the expected standards for Year 6 pupils. As the pupils progress through school we expect them to be able to use their bank of skills, knowledge and understanding in order to design and make a wide range of products and be able to test and evaluate what they have made. They should have acquired a deeper knowledge about the design and technology they see in world around them and to be able to apply this to their own ideas.

Links with reading and writing	Creating labels and captions	Links to school key drivers	Resilience: Evaluation of work – what could I do better next time, how does my product work? Challenging skills – what skills have I learnt and how can I build on them.
	Reading and writing instructions		
	Creative writing based around an object		
	Peer assessment and feedback		
	Researching designers and makers		
	High expectations of writing – apply the same principles as in English books.		
	Outdoor Learning: Opportunities to use woodwork area outside EYFS. Forest School Use of tools Growing food - seasonality		
	Diversity: Links to real life, jobs and skills which are needed in the real world. The expectation that anyone can be a designer and maker. Links to different cultures and religions in food technology and designs and problem solving from around the world.		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	Children are able to talk about what they are going to do, talk about who it will be for and draw simple	Draw on their own experience to help generate ideas.	Generate ideas by drawing on their own and other people's experiences.	Generate ideas for an item, considering its purpose and the user/s.	Generate ideas, considering the purposes for which they are designing.	Generate ideas through brainstorming and identify a purpose for their product.	Communicate their ideas through detailed labelled drawings. Develop a design specification. Produce

	plans. They can make something that has a clear intention and that they can give meaning to.	Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in card and paper. Develop their design ideas applying findings from their earlier research.	Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Make simple drawings and label parts. Select from a range of tools and equipment, explaining their choices. Model ideas by exploring construction kits, materials and components and by making templates and mock-ups.	Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting. Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing.	Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Select tools and equipment suitable for the task and explain why they have chosen them. Evaluate products and identify criteria that can be used for their own design.	Draw up a specification for their design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Use results of investigations, information sources, including ICT when developing design ideas.	appropriate lists of tools, equipment and materials that they need for the task. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques.
Working with tools, equipment, components and materials to make good quality products.	Use a range of small tools, including scissors, brushes and cutlery, confidently and safely.	Make their design using appropriate techniques. With help measure, mark out, cut and shape a range of materials. Use tools e.g., scissors and a hole punch safely. Assemble, join and combine materials and components together using a variety of temporary methods e.g., glues or masking tape. Select and use appropriate fruit and	Begin to select tools and materials; use vocab' to name and describe them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple object. Use basic sewing techniques. Follow safe procedures for food safety and hygiene.	Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing change things if this helps them improve their work.	Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and begin to knit.	Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately. Weigh and measure accurately (time, dry ingredients, liquids). Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Cut and join with accuracy to ensure a	Select appropriate tools, materials, components and techniques. Assemble components make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Pin, sew and stitch materials together to create a product. Achieve a quality product.

		vegetables, processes and tools. Use basic food handling, hygienic practices and personal hygiene. Use simple finishing techniques to improve the appearance of their product.	Choose and use appropriate finishing techniques.	Measure, tape or pin, cut and join fabric with some accuracy. Demonstrate hygienic food preparation and storage. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.	Measure, tape or pin, cut and join fabric with some accuracy. Use simple graphical communication techniques.	good-quality finish to the product.	
Evaluating processes and product	Talk about ways they could improve their work and what they like or dislike about it.	Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by answering questions about what they have made and how they have gone about it.	Evaluate against their design criteria. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Talk about their ideas, saying what they like and dislike about them.	Evaluate their product against original design criteria e.g. how well it meets its intended purpose. Disassemble and evaluate familiar products.	Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.	Evaluate a product against the original design specification. Evaluate it personally and seek evaluation from others.	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Record their evaluations using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved.
Food and nutrition	Be able to talk about ways of being healthy such as healthy eating, sleeping, oral hygiene and safety.		By the end of KS1 - Children should know that food comes from plants or animals and that food must be farmed, grown elsewhere (e.g. home) or caught.		By the middle of KS2 - Pupils should know that food is grown, reared, and caught in the UK, Europe and the wider world. Be able to prepare and cook a variety of predominantly savoury		By the end of KS2 - Pupils should know that seasons may affect the availability of food. They should understand how food is processed into ingredients that can be used for cooking.

			<p>Be able to name and sort foods into the 5 groups on the eat well plate.</p> <p>That everyone should eat at least 5 portions of fruit and veg a day.</p> <p>Be able to prepare simple dishes safely and hygienically without using a heat source.</p>		<p>dishes safely and hygienically, including, where appropriate, a heat source.</p> <p>How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>		
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