

DT Knowledge and Skills Progression

Where a skill is very similar, please be specific about what makes it different so that we are clear on progression and how the skill is achieved in each year group.

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Design UNCRC Article 12,13,32	<p>State what products they are designing and making and what they are for.</p> <p>Say whether their products are for themselves or other users.</p> <p>Use simple design criteria to help develop their ideas</p> <p>Use knowledge of existing products to help come up with ideas.</p> <p>Communicate their ideas through, talking, drawing, and, where appropriate, information and communication technology</p>	<p>State what products they are designing and making and what they are for <i>explain their use in detail using labels and sentences.</i></p> <p>Say whether their products are for themselves or other users and how they will make their products suitable for their intended users</p> <p>Use simple design criteria to help develop their ideas, <i>adding labels to their design</i></p> <p>Use knowledge of existing products to help come up with ideas <i>independently and discuss their ideas in greater detail</i></p> <p>Communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Gather information about the needs and wants of particular individuals and groups <i>Develop their own design criteria and use these to inform their ideas</i></p> <p>Generating, developing, modelling and communicating ideas</p> <ul style="list-style-type: none"> • generate realistic ideas, focusing on the needs of the user • <i>make design decisions that take account of the availability of resources</i>

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Make UNCRC Article 12,13,32	<p>Select from a range of tools and equipment and use them safely.</p> <p>Select from a range of materials and components according to their characteristics.</p> <p>Assemble, join and combine materials and components.</p>	<p>Select from a range of tools and equipment, explaining their choices and use them safely.</p> <p>Select from a range of materials and components according to their characteristics <i>and why they are appropriate for their design</i></p> <p>Assemble, join and combine materials and components <i>independently</i></p> <p>Measure, mark out, cut and shape materials and components.</p>	<p>Order the main stages of making</p> <p>Measure, mark out, cut and shape materials and components with some accuracy</p> <p>Assemble, join and combine materials and components with some accuracy</p> <p>Apply a range of finishing techniques, including those from art and design, with some accuracy</p>

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Evaluate UNCRC Article 12,13,32	<p>Talk about their design ideas and what they are making</p> <p>Make simple judgements about their products and ideas against design criteria</p> <p>Evaluate existing products: What and who are they for? How do they work? What are they made from?</p>	<p>Talk about their design ideas and what they are making and <i>explain why they have made those choices</i></p> <p>Suggest how their product could be improved.</p> <p>Make simple judgements about their products and ideas against design criteria, <i>and explain how they met the criteria</i></p> <p>Evaluate existing products: What and who are they for? How do they work? What are they made from? What do they like/dislike about them?</p>	<p>Refer to their design criteria as they design and make</p> <p>Use their design criteria to evaluate their completed products</p> <p>In early KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made • whether products can be recycled or reused

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Technical Knowledge UNCRC Article 12,13,32	<p>Build structures, exploring how they can be made stronger, joining techniques.</p> <p>Explore and use mechanisms in their products – levers and sliders.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable, joining techniques.</p> <p>Explore and use mechanisms in their products - wheels and axles</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how mechanical systems such as levers and linkages or pneumatic systems create movement • how simple electrical circuits and components can be used to create functional products • how to program a computer to control their products • how to make strong, stiff shell structures • <i>that a single fabric shape can be used to make a 3D textiles product</i> • <i>that food ingredients can be fresh, pre-cooked and processed</i>

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Food Technology (UNCRC Article 13,24,32)	<p>That all food comes from plants or animals. – <i>links to science (healthy eating) and PSHE</i></p> <p>That food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes – <i>beginning to understand</i></p> <p>Group familiar food products e.g. fruit and vegetables</p> <p>Grate, chop, cut and peel a range of ingredients (with help)</p> <p>Work safely and hygienically</p>	<p>That all food comes from plants or animals - <i>can talk confidently explain (e.g. where meat comes from)</i></p> <p>That food has to be farmed, grown elsewhere (e.g. home) or caught <i>and understand why we use a variety of food</i></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes – <i>secure knowledge</i></p> <p>Name and sort foods in to the five groups. Grate, chop cut and peel a range of ingredients</p> <p>Work safely and hygienically, <i>and understand why this is important</i></p>	<p>A healthy diet is made up from a variety and balance of different food and drink, as depicted in The ‘eat well’ plate</p> <p>Understand that to be active and healthy, food and drink are needed to provide energy for the body</p>