



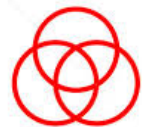
# Holy Trinity Catholic Primary School

*What have you done today to make you feel proud?*

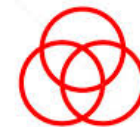


## DT Progression of Skills Key Stage 1

<p><u>Designing – Understanding contexts, users and purposes</u></p> <ul style="list-style-type: none"> <li>❖ work confidently within a range of contexts, such as imaginary, storybased, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are making</li> <li>❖ say whether their products are for themselves or other users</li> <li>❖ describe what their products are for</li> <li>❖ say how their products will work</li> <li>❖ say how they will make their products suitable for their intended users</li> <li>❖ use simple design criteria to help develop their ideas</li> </ul> <p><u>Designing – Generating, developing, modelling and communicating ideas</u></p> <ul style="list-style-type: none"> <li>❖ generate ideas by drawing on their own experiences</li> <li>❖ use knowledge of existing products to help come up with ideas</li> <li>❖ develop and communicate ideas by talking and drawing</li> <li>❖ model ideas by exploring materials, components and construction kits and by making templates and mockups</li> <li>❖ use ICT, where appropriate, to develop and communicate their ideas.</li> </ul>	<p><u>Making - Planning</u></p> <ul style="list-style-type: none"> <li>❖ M1 plan by suggesting what to do next</li> <li>❖ select from a range of tools and equipment, explaining their choices</li> <li>❖ select from a range of materials and components according to their characteristics</li> </ul> <p>Making – Practical skills and techniques</p> <ul style="list-style-type: none"> <li>❖ follow procedures for safety and hygiene</li> <li>❖ use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li> <li>❖ measure, mark out, cut and shape materials and components</li> <li>❖ assemble, join and combine materials and components</li> <li>❖ use finishing techniques, including those from art and design</li> </ul> <p><u>Technical knowledge – Making products work</u></p> <ul style="list-style-type: none"> <li>❖ about the simple working characteristics of materials and components about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>❖ how freestanding structures can be made stronger, stiffer and more stable</li> <li>❖ that a 3-D textiles product can be assembled from two identical fabric shape</li> <li>❖ that food ingredients should be combined according to their sensory characteristics</li> <li>❖ the correct technical vocabulary for the projects they are undertaking</li> </ul>
<p><u>Evaluating – Own ideas and products</u></p> <ul style="list-style-type: none"> <li>❖ talk about their design ideas and what they are making</li> <li>❖ make simple judgements about their products and ideas against design criteria</li> <li>❖ suggest how their products could be improved</li> </ul> <p><u>Evaluating - Existing products</u></p> <ul style="list-style-type: none"> <li>❖ explore what products are and who or what they are for</li> <li>❖ explore how products work and how or where they might be used</li> <li>❖ explore what materials products are made from</li> <li>❖ explore what they like and dislike about products</li> </ul>	<p><u>Cooking and nutrition – Where food comes from</u></p> <ul style="list-style-type: none"> <li>❖ that all food comes from plants or animals</li> <li>❖ that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul> <p><u>Cooking and nutrition – Food preparation, cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>❖ how to name and sort foods into the five groups in The Eatwell Plate</li> <li>❖ that everyone should eat at least five portions of fruit and vegetables every day</li> <li>❖ how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>❖ how to use techniques such as cutting, peeling and grating</li> </ul>



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## DT Progression of Skills Lower Key Stage 2

<p><u>Designing – Understanding contexts, users and purposes</u></p> <ul style="list-style-type: none"> <li>❖ work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>❖ describe the purpose of their products</li> <li>❖ indicate the design features of their products that will appeal to intended users</li> <li>❖ explain how particular parts of their products work</li> <li>❖ gather information about needs and wants of particular individuals and groups</li> <li>❖ develop their own design criteria and use these to inform their ideas</li> </ul> <p><u>Designing - Generating, developing, modelling and communicating ideas</u></p> <ul style="list-style-type: none"> <li>❖ share and clarify ideas through discussion</li> <li>❖ model their ideas using prototypes and pattern pieces</li> <li>❖ use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li> <li>❖ use computer-aided design to develop and communicate their ideas</li> <li>❖ generate realistic ideas, focusing on the needs of the user</li> <li>❖ make design decisions that take account of the availability of resources</li> </ul>	<p><u>Making - Planning</u></p> <ul style="list-style-type: none"> <li>❖ select tools and equipment suitable for the task</li> <li>❖ explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>❖ select materials and components suitable for the task</li> <li>❖ explain their choice of materials and components according to functional properties and aesthetic qualities</li> <li>❖ order the main stages of making</li> </ul> <p><u>Making – Practical skills and techniques</u></p> <ul style="list-style-type: none"> <li>❖ follow procedures for safety and hygiene</li> <li>❖ use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> <li>❖ measure, mark out, cut and shape materials and components with some accuracy</li> <li>❖ assemble, join and combine materials and components with some accuracy</li> <li>❖ apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul> <p><u>Technical knowledge – Making products work</u></p> <ul style="list-style-type: none"> <li>❖ how to use learning from science and maths to help design and make products that work</li> <li>❖ that materials have both functional properties and aesthetic qualities</li> <li>❖ that materials can be combined and mixed to create more useful characteristics</li> <li>❖ that mechanical and electrical systems have an input, process and output</li> <li>❖ use the correct technical vocabulary for the projects they are undertaking</li> <li>❖ how mechanical systems such as levers and linkages or pneumatic systems create movement</li> <li>❖ how simple electrical circuits and components can be used to create functional products</li> <li>❖ how to program a computer to control their products</li> <li>❖ how to make strong, stiff shell structures</li> <li>❖ that a single fabric shape can be used to make a 3D textiles product</li> <li>❖ that food ingredients can be fresh, pre-cooked and processed</li> </ul>
<p><u>Evaluating – Own ideas and products</u></p> <ul style="list-style-type: none"> <li>❖ identify the strengths and areas for development in their ideas and products</li> <li>❖ consider the views of others, including intended users, to improve their work</li> <li>❖ refer to their design criteria as they design and make</li> <li>❖ use their design criteria to evaluate their completed products</li> </ul> <p><u>Evaluating – Existing products Pupils will be taught to investigate and analyse:</u></p> <ul style="list-style-type: none"> <li>❖ how well products have been designed and made</li> <li>❖ why materials have been chosen</li> <li>❖ what methods of construction have been used</li> <li>❖ developed ground-breaking products</li> <li>❖ how well products work to achieve their purposes</li> <li>❖ how well products meet user needs and wants</li> <li>❖ who designed and made the products</li> <li>❖ where and when products were designed and made</li> <li>❖ whether products can be recycled or reused</li> </ul> <p><u>Evaluating – Key events and individuals</u></p> <ul style="list-style-type: none"> <li>❖ about inventors, designers, engineers, chefs and manufacturers who have</li> </ul>	<p><u>Cooking and nutrition – Where food comes from</u></p> <ul style="list-style-type: none"> <li>❖ 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</li> </ul> <p><u>Cooking and nutrition – Food preparation, cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>❖ how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>❖ how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> <li>❖ that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate</li> <li>❖ that to be active and healthy, food and drink are needed to provide energy for the body</li> </ul>

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## DT Progression of Skills Upper Key Stage 2

### Designing – Understanding contexts, users and purposes

- ❖ work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
- ❖ describe the purpose of their products
- ❖ indicate the design features of their products that will appeal to intended users
- ❖ explain how particular parts of their products work
- ❖ carry out research, using surveys, interviews, questionnaires and web-based resources
- ❖ identify the needs, wants, preferences and values of particular individuals and groups
- ❖ develop a simple design specification to guide their thinking

### Designing - Generating, developing, modelling and communicating ideas

- ❖ share and clarify ideas through discussion
- ❖ model their ideas using prototypes and pattern pieces
- ❖ use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
- ❖ use computer-aided design to develop and communicate their ideas
- ❖ generate realistic ideas, focusing on the needs of the user
- ❖ make design decisions that take account of the availability of resources

### Making - Planning

- ❖ select tools and equipment suitable for the task
- ❖ explain their choice of tools and equipment in relation to the skills and techniques they will be using
- ❖ select materials and components suitable for the task
- ❖ explain their choice of materials and components according to functional properties and aesthetic qualities
- ❖ produce appropriate lists of tools, equipment and materials that they need
- ❖ formulate step-by-step plans as a guide to making

### Making – Practical skills and techniques

- ❖ follow procedures for safety and hygiene
- ❖ use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components
- ❖ accurately measure, mark out, cut and shape materials and components
- ❖ accurately assemble, join and combine materials and components
- ❖ accurately apply a range of finishing techniques, including those from art and design
- ❖ use techniques that involve a number of steps
- ❖ demonstrate resourcefulness when tackling practical problems

### Technical knowledge – Making products work

- ❖ how to use learning from science and maths to help design and make products that work
- ❖ that materials have both functional properties and aesthetic qualities
- ❖ that materials can be combined and mixed to create more useful characteristics
- ❖ that mechanical and electrical systems have an input, process and output
- ❖ the correct technical vocabulary for the projects they are undertaking
- ❖ how mechanical systems such as cams or pulleys or gears create movement
- ❖ how more complex electrical circuits and components can be used to create functional products
- ❖ how to program a computer to monitor changes in the environment and control their products
- ❖ how to reinforce and strengthen a 3D framework
- ❖ that a 3D textiles product can be made from a combination of fabric shapes
- ❖ that a recipe can be adapted by adding or substituting one or more ingredients

#### Evaluating – Own ideas and products

- ❖ identify the strengths and areas for development in their ideas and products
- ❖ consider the views of others, including intended users, to improve their work
- ❖ critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
- ❖ evaluate their ideas and products against their original design specification

#### Evaluating – Existing products Pupils will be taught to investigate and analyse:

- ❖ how well products have been designed and made
- ❖ why materials have been chosen
- ❖ what methods of construction have been used
- ❖ how well products work to achieve their purposes
- ❖ how well products meet user needs and wants
- ❖ how much products cost to make
- ❖ how innovative products are
- ❖ how sustainable the materials in products are
- ❖ what impact products have beyond their intended purpose

#### Evaluating – Key events and individuals

- ❖ about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products
- ❖

#### Cooking and nutrition – Where food comes from

- ❖ 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
- ❖ that seasons may affect the food available | how food is processed into ingredients that can be eaten or used in cooking

#### Cooking and nutrition – Food preparation, cooking and nutrition

- ❖ how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- ❖ how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
- ❖ that recipes can be adapted to change the appearance, taste, texture and aroma
- ❖ that different food and drink contain different substances – nutrients, water and fibre – that are needed for health