



St Joseph's Wesham Primary Design and Technology Curriculum-Progression

	Phase 1 Year 1/2	Phase 2 Year 3/4	Phase 3 Year 5/6
Evaluating	<ul style="list-style-type: none"> • Know what a product is say what a product is for • Describe a product (who is it for, what is made from, how is it made, how it works) • Talk about their own work (features, design, opinion) and describe how it works • Know the features of familiar products • Give reasons for some features (colour choice, material used, joining technique) • Talk about my own and others' work (features, design, opinion) • Explain why they chose certain materials, techniques and tools 	<ul style="list-style-type: none"> • Start to research and evaluate existing products • Understand that products are designed for a purpose (e.g. a problem, an audience, an event) • Talk about their own and others' work (features, design, opinion) • Explain why I chose certain materials, techniques and tools • Say what I would do to improve my product • Research and evaluate existing products to inform planning • Understand that products are designed for a purpose (e.g. a problem, an audience, an event) • Identify what is working well and what can be improved (during and at end of design) 	<ul style="list-style-type: none"> • Research and evaluate existing products giving reasons for the decisions of the designers materials, design, tools, techniques • Use the ideas from current designers to help with plans • Reflect on designs and develop them bearing in mind the way they will be used • Research and evaluate existing products giving reasons for the decisions of the designers (materials, design, tools, techniques) • Use the ideas from current designers to help with own plans • I reflect on own designs and develop them bearing in mind the way they will be used





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Knowledge of designers	<ul style="list-style-type: none">• Know what a designer does• Know the names and the products of some British designers• Say what they like and dislike about the product and the designer	<ul style="list-style-type: none">• Know some designers from history• Talk about some of the tools, techniques and design used by the designer	<ul style="list-style-type: none">• Know how key events and individuals have influenced the world (in terms of products)• Compare and contrast the work of different designers (e.g. historical and modern)• Give reasons for the decisions made by the designer





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Making	<ul style="list-style-type: none">•Think of ideas and with help can put them into practice•Use pictures and words to describe what they want to do (materials and tools)•Think of ideas and with help can put them into practice•Know what a design is and its purpose•Use pictures and words to describe what to do (materials, techniques, features-mechanics etc. and tools)	<ul style="list-style-type: none">•Think of ideas and plan what to do next, based on what is know about materials and components•Select the appropriate tools, techniques and materials•Plan using specific materials and explain my choice•Use pictures and words to describe what I want to do (materials, techniques, features-mechanics etc. and tools)•Think of ideas and plan what to do next, based on what is known about materials and components	<ul style="list-style-type: none">•Select from a variety of materials best suited to my design•Measure using mm and then use scoring, and folding to shape materials accurately•Make cuts accurately and reject pieces that are not accurate and improve my technique.•Joins are strong and stable, giving extra strength to products.•Some joins are flexible to allow for dismantling or folding.•Methods of working are precise so that products have a high quality finish.





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		<ul style="list-style-type: none"> •Select the appropriate tools, techniques and materials explaining my choices •Communicate my ideas using labelled sketches giving reasons for choices •Start to produce step by step plans 	<ul style="list-style-type: none"> •Use computer programming when creating a product
Mechanics	<p>-Explore how moving objects work.</p> <ul style="list-style-type: none"> •Look at wheels, axels, turning mechanisms, hinges and simple levers. •Make a product that moves using a turning mechanism (e.g. wheels, winding) or a lever or a hinge (to make a movement) 	<ul style="list-style-type: none"> •Know the application of mechanisms to create movement. •Combine a number of components well in my product. •Use simple circuits to either illuminate or create motion. •Make a product that uses both electrical and mechanical components •Products have a good finish so that a user will find it both useful and attractive 	<ul style="list-style-type: none"> •Choose components that can be controlled by switches or by ICT equipment •Product is improved after testing. •Use science skills (resistance, batteries in series or parallel, variable resistance to dim lights or control speed) to alter the way electrical products behave. •Use precise electrical connections





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			<ul style="list-style-type: none">•Explored mechanical movement using hydraulics and pneumatics•Use other DT skills to create housings for my mechanical components•Product are well finished in a way that would appeal to users
Textiles	<ul style="list-style-type: none">•Know that textiles have different properties: touch, insulation, texture and waterproof. I select the appropriate textile so that it does the job I want it to.•Describe textiles by the way they feel.•Alter a textile to make it stronger.•Make a product from textiles.•Measure, mark out and cut fabric.•Join fabrics using glue and running stitch.•Make sure my work is neat and tidy.	<ul style="list-style-type: none">•Select the appropriate textile(s) for my product.•Use sharp scissors accurately to cut textiles.•Know that the texture and other properties of materials affect choice.•Textile work incorporates the views of intended users' and for the purpose.•Use art textiles skills such as stitching to help create a product that is sturdy and fit for purpose.•Combine materials to add strength or visual appeal	<ul style="list-style-type: none">•Products have an awareness of commercial appeal.•Experiment with a range of materials until I find the right mix of affordability, appeal and appropriateness for the job.•Combine art skills to add colour and texture to my work.•Mark out using patterns and templates•Join textiles using art skills of stitching, embroidering and plaiting to make durable and desirable products.





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		<ul style="list-style-type: none">•Textile products include structural changes, such as plaiting or weaving to create new products such as rope, belts, bracelets etc.	
Cooking	<ul style="list-style-type: none">•With help, use knives safely•Use a mixing bowl•Be aware of hygiene for cooking•Know some things are made and some things are natural•Know heat changes food•Use a variety of utensils safely•Be aware there are different ways to cook•Prepare a healthy snack and breakfast	<ul style="list-style-type: none">•Select ingredients for my product with reasons•Work in a safe, hygienic way•Begin to measure out ingredients•Understand what is healthy and unhealthy•Boil and bake to cook•Use knowledge of the food groups to plan a lunch•Know where food comes from•Prepare a healthy lunch	<ul style="list-style-type: none">•Explain why I have chosen ingredients in a dish•Grill, boil, fry and bake to cook•Know about local produce•Understand seasonality and this affects food•Know where different crops can be found around the world•understand the concept of carbon footprints•Design and prepare a healthy dinner

