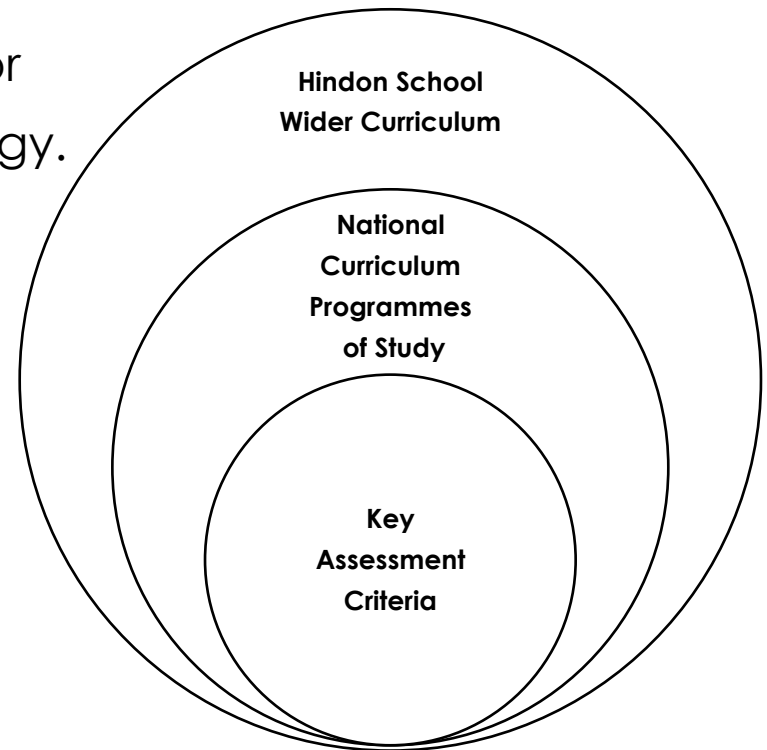




Purpose

The purpose of this document is to outline the key knowledge and skills for each year group, for Design Technology.

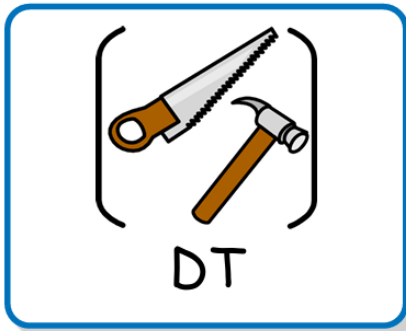




Being a designer

The key knowledge and skills for design technology have been devised in such a way that children are developing as designers.

The criteria are linked to the statutory requirements of the programme of study. Teachers also use the non-statutory advice as it helps to broaden and enrich scientific learning and progress.



A Year 1 designer	A Year 2 designer	A Year 3 designer
• I use my own ideas to make something. • I describe how something works. • I cut food safely. • I make a product which moves. • I make my model stronger. • I explain to someone else how I want to make my product. • I choose appropriate resources and tools. • I make a simple plan before making.	• I think of an idea and plan what to do next. • I choose tools and materials and explain why I have chosen them. • I join materials and components in different ways. • I explain what went well with my work. • I explain why I have chosen specific textiles. • I measure materials to use in a model or structure. • I describe the ingredients I am using.	• I prove that my design meets some set criteria. • I follow a step-by-step plan, choosing the right equipment and materials. • I design a product and make sure that it looks attractive. • I choose a material for both its suitability and its appearance. • I select the most appropriate tools and techniques for a given task. • I make a product which uses both electrical and mechanical components. • I work accurately to measure, make cuts and make holes. • I describe how food ingredients come together.

A Year 4 designer	A Year 5 designer	A Year 6 designer
• I use ideas from other people when I am designing. • I produce a plan and explain it. • I evaluate and suggest improvements for my designs. • I evaluate products for both their purpose and appearance. • I explain how I have improved my original design. • I present a product in an interesting way. • I measure accurately. • I persevere and adapt my work when my original ideas do not work. • I know how to be both hygienic and safe when using food.	• I come up with a range of ideas after collecting information from different sources. • I produce a detailed, step-by-step plan. • I suggest alternative plans; outlining the positive features and draw backs. • I explain how a product will appeal to a specific audience. • I evaluate appearance and function against original criteria. • I use a range of tools and equipment competently. • I make a prototype before make a final version. • I show that I can be both hygienic and safe in the kitchen.	• I use market research to inform my plans and ideas. • I follow and refine my plans. • I justify my plans in a convincing way. • I show that I consider culture and society in my plans and designs. • I show that I can test and evaluate my products. • I explain how products should be stored and give reasons. • I work within a budget. • I evaluate my product against clear criteria.