



St Gregory's Catholic Primary School

Design and Technology

Curriculum Progression

Created February 2023

Design and Technology
Progression of Skills

<p>Food Textiles Structures Mechanisms Electrical</p>	<p>Class 1 Cycle 1 Fruit Salad Fire Engines Freestanding Structures</p>	<p>Class 1 Cycle 2 Salad Sandwiches Puppets Moving pictures</p>	<p>Class 2 Cycle 1 Mini Quiche Moving Christmas Cards Treasure chests</p>	<p>Class 2 Cycle 2 Pasta Bake Bags/purses Torches</p>	<p>Class 3 Cycle 1 Viking Stew Cams Toys Viking Tents</p>	<p>Class 3 Cycle 2 Calzone Buggies</p>
<p>Developing, planning and communicating ideas.</p>	<ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • 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 	<ul style="list-style-type: none"> • Generate ideas, drawing on their own and other people's experiences • 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 	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Think about the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing 	<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing • Make labelled drawings 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 • Evaluate products and identify criteria that can be used for their own designs 	<ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product • 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 	<ul style="list-style-type: none"> • Communicate their ideas through detailed labelled drawings • Develop a design specification • 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

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<p>Working with tools, equipment, materials and components to make quality products (incfood)</p>	<ul style="list-style-type: none"> • Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools eg 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 • Understand and use simple axles and wheels • select appropriate ingredients, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product 	<ul style="list-style-type: none"> • 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 • Use simple sliders, levers and linkages to create movement in products • Cut, shape and join fabric using basic sewing techniques • Follow safe procedures for food safety and hygiene • Select and use appropriate ingredients, processes and tools for food preparation. • Choose and use 	<ul style="list-style-type: none"> • Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy • Use levers and linkages in products • 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 • Demonstrate hygienic food preparation and storage • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment 	<ul style="list-style-type: none"> • 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 different stitches, • Measure, tape or pin, cut and join fabric with some accuracy • Use simple graphical communication techniques • Use simple electrical circuits in products eg torch 	<ul style="list-style-type: none"> • 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 good-quality finish to the product • Understand how mechanical systems such as cams or pulleys or gears create movement. 	<ul style="list-style-type: none"> • 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 • Achieve a quality product • Use electrical systems in products e.g. moving vehicle
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		appropriate finishing techniques	including ICT			
Evaluating processes and products	<ul style="list-style-type: none"> • 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 asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Evaluation their product against original design criteria e.g. how well it meets its intended purpose • Disassemble and evaluate familiar products 	<ul style="list-style-type: none"> • Evaluate their work during and at the end of the assignment • Evaluate their products carrying out appropriate test, using set criteria 	<ul style="list-style-type: none"> • Evaluate their products against the original design specification • Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> • 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