



Fairview Community Primary School

Key Skills & Knowledge Progression Map:

Design & Technology

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Design and Technology Rationale:

Our aim is for the children at Fairview to receive a Design and Technology curriculum which is inspiring, creative and ambitious for all. They are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product suitable for a consumer or purpose. Skills are taught progressively throughout the year groups to ensure that all children are able to learn and practice their skills before developing them further throughout their time at the school. In addition, Design and Technology allows the children to apply the knowledge and skills learned in other subjects, such as Maths, Science, Computing and Art. Evaluation is a vital part of Design and Technology and the children at Fairview are encouraged to take on an evaluative approach throughout the whole cycle, meaning that they can comment on, adapt and improve their product at several stages. The Design and Technology curriculum provided at our school creates children who are risk takers, resourceful, innovative, enterprising and capable citizens, ready for life in their local community and in the wider world.

	Foundation	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, Planning and Communicating Ideas		<p>I can use my own ideas to make something.</p> <p>I can generate ideas based on my own knowledge and experiences, explaining what I could make.</p> <p>I can describe how something works.</p> <p>I can explain my idea to someone else.</p> <p>I can explain to someone else how I want to make my product.</p> <p>I can make a simple plan before making.</p>	<p>I can think of an idea and plan what to do next.</p> <p>I can describe how something works.</p> <p>I can generate, develop, model and communicate my ideas through talking and drawing.</p> <p>I can look at existing products.</p> <p>I can explain why I have chosen specific textiles.</p>	<p>I can generate ideas after exploring and discussing existing products.</p> <p>I can prove that my design meets some set criteria.</p> <p>I can follow a step-by-step plan, choosing the right equipment and materials.</p> <p>I can design a product and make sure that it looks attractive.</p> <p>I can plan the order of my work before starting.</p>	<p>I can generate ideas, considering the purpose for which I am designing.</p> <p>I can create a labelled drawing.</p> <p>I can develop a clear idea of what has to be done, planning how to use materials, equipment and I can use ideas from other people when I am designing.</p> <p>I can produce a plan and explain it.</p> <p>I can present a product in an interesting way.</p>	<p>I can come up with a range of ideas after collecting information from different sources.</p> <p>I can draw up my plan.</p> <p>I can produce a detailed step-by-step plan.</p> <p>I can suggest alternative plans; outlining the positive features and drawbacks.</p> <p>I can explain how a product will appeal to a specific audience.</p> <p>I can make a prototype.</p> <p>I can show that I consider culture</p>	<p>I can use market research to inform my plans and ideas.</p> <p>I can communicate my ideas through detailed labelled drawings.</p> <p>I can follow and refine my plan.</p> <p>I can justify my plans in a convincing way.</p> <p>I can plan the order of my work, choosing appropriate materials, tools and techniques.</p>

						and society in my plans and designs. I can use computer aided design.	
Working with tools, equipment, materials and components to make quality products (including food technology)	<p>I can safely explore materials.</p> <p>I can safely explore tools.</p> <p>I can experiment with design.</p> <p>I can experiment with functions.</p> <p>I can select and use materials that interest me.</p> <p>I can use processes that interest me.</p> <p>I can explore how materials can be combined and changed.</p> <p>I can represent my own ideas.</p>	<p>I can choose appropriate resources and tools.</p> <p>I can make a product which moves.</p> <p>I can make my design using appropriate techniques.</p> <p>With help, I can measure, mark out, cut and shape a range of materials.</p> <p>I can use tools (e.g. hole punch and scissors) safely.</p> <p>I can use temporary methods to join (e.g. glue or masking tape).</p> <p>I can use basic food handling, hygiene practices and personal hygiene.</p> <p>I can use simple finishing techniques to improve the appearance of my product.</p>	<p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can join materials and components in different ways.</p> <p>I can explain why I have chosen specific textiles.</p> <p>I can measure materials to use in a model or structure.</p> <p>I can cut with some accuracy.</p> <p>I can choose and use appropriate finishing techniques.</p> <p>I can cut food safely.</p> <p>I can describe the ingredients I am using.</p> <p>I can measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>I can select the most appropriate tools and techniques for a given task.</p> <p>I can measure, mark out, cut, score and assemble components with more accuracy.</p> <p>I can make a product that uses mechanical components.</p> <p>I can work accurately to measure, make cuts and make holes.</p> <p>I can think about my ideas as I make progress and be willing to change things if this helps me improve my work.</p> <p>I can work safely and accurately with a range of simple tools.</p> <p>I can describe how food ingredients come together.</p> <p>I know how to be both hygienic and</p>	<p>I can select appropriate tools and techniques for making my product.</p> <p>I can measure, mark out, cut, score and assemble a range of materials, using appropriate tools, equipment and techniques.</p> <p>I can choose a textile for both its suitability and its appearance.</p> <p>I can make a product that uses both electrical and mechanical components.</p> <p>I can join and combine materials in temporary and permanent ways.</p> <p>I can begin to sew using simple sewing techniques.</p> <p>I can use simple graphical communication techniques.</p>	<p>I can use a range of tools and equipment competently.</p> <p>I can measure and mark out accurately.</p> <p>I can show that I can be both hygienic and safe in the kitchen.</p> <p>I can sew using a range of different stitches.</p> <p>I can weigh and measure accurately (liquids, dry ingredients).</p> <p>I can apply the basic food hygiene and other safe practices including hazards.</p> <p>I can cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>I can use simple graphical communication techniques.</p> <p>I can make modifications as I go along.</p>	<p>I can select appropriate tools, materials, components and techniques.</p> <p>I can assemble components to make working models.</p> <p>I can use tools safely and accurately.</p> <p>I can construct products using permanent joining techniques.</p> <p>I can make modifications as I go along.</p> <p>I can work within a budget.</p> <p>I can achieve a quality product.</p>

				<p>safe when using food and storing food.</p> <p>I can use finishing techniques to strengthen and improve the appearance of my product.</p>			
Evaluating processes and products	<p>I can talk about processes I have used.</p> <p>I can say what I like about what I have made.</p> <p>I can say similarities and differences between what I and others have made.</p> <p>I can start to say what I might change next time and why.</p>	<p>I can describe how my product works.</p> <p>I can make a product which moves.</p> <p>I can discuss strengths of my product.</p> <p>I can talk about what I might change next time and why.</p> <p>I can explain how I made my product.</p>	<p>I can explain what went well with my work.</p> <p>I can explain what I would change next time and why.</p> <p>I can explain why I have chosen specific textiles.</p> <p>I can talk about my ideas, saying what I like and dislike about them.</p>	<p>I can explain what went well with my work and why.</p> <p>I can explain what I would change and why.</p> <p>I can make suggestions to others.</p> <p>I can begin to evaluate existing products.</p>	<p>I can evaluate and suggest improvements for my and others designs.</p> <p>I can evaluate products for both their purpose and appearance.</p> <p>I can explain how I have improved my original design.</p> <p>I can persevere and adapt my work when my original ideas do not work.</p> <p>I can evaluate my work both during and at the end of the process.</p>	<p>I can evaluate appearance and function against original criteria.</p> <p>I can explain how I have improved my original design.</p> <p>I can carry out appropriate tests to help evaluate my product.</p> <p>I can seek evaluation from others.</p> <p>I can record my evaluations.</p>	<p>I can show that I can test and evaluate my products.</p> <p>I can evaluate my product against a clear criteria.</p> <p>I can carry out appropriate tests to help evaluate my product.</p> <p>I can record my evaluations.</p>

Key Vocabulary	Colour, design, texture, form, function, materials, tools, technique	Planning, investigating, design, evaluate, make, user, purpose, ideas, product	Investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function	User, purpose, design, model, evaluate, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, appealing.	Evaluating, design brief, design criteria, innovative, user, purpose, function, appealing, annotated sketch, model, functional. Investigate, label, drawing, computer aided design, planning.	Design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype, computer aided design.	Function, innovative, design specification, design brief, user, purpose, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype.
-----------------------	--	--	---	--	---	--	--