



D&T Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	Structures Freestanding Structures	Mechanisms Wheels and Axels	Structures Shell Structures	Textiles 2D to 3D product	Structures Frame Structures	Mechanisms Pulleys or Gears
	Mechanisms Levers and Sliders	Food Fruit Salad	Mechanisms Levers and Linkages	Electrical Systems Simple circuits and switches	Textiles Combining different fabric shapes	Electrical Systems Monitoring and Control
	Food Preparing Fruit and Vegetables	Textiles Templates and Joining Techniques	Food Healthy and Varied Diet	Food Healthy and Varied Diet	Food Cultural Celebrations	Food Celebrating Culture and Seasonality

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<p>Technical Knowledge</p>	<p>TK1: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>TK2: Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>TK3: How to make a stiff, strong shell structure. TK4: How mechanical systems such as levers and linkages or pneumatic systems create movements.</p>	<p>TK5: Understand how to use learning from science to help design and make products that work. TK6: Understand how to use learning from mathematics to help design and make products that work. TK7: Understand and use electrical systems in their products. TK8: Understand how simple electrical circuits and components can be used to create functional products TK9: Know that a single fabric shape can be used to make a 3D textiles product.</p>	<p>TK5: Understand how to use learning from science to help design and make products that work. TK6: Understand how to use learning from mathematics to help design and make products that work. TK10: Know how mechanical systems such as cams or pulleys or gears create movement. TK11: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>TK5: Understand how to use learning from science to help design and make products that work. TK6: Understand how to use learning from mathematics to help design and make products that work. TK12: Know that materials can be combined and mixed to create more useful characteristics. TK13: Use the correct technical vocabulary for the projects they are undertaking. TK14: Know how to program a computer to monitor changes in the environment and control their products. TK15: Know that 3D textiles product can be made from a combination of fabric shapes.</p>
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<p style="text-align: center;">Cooking & Nutrition</p>	<p>CN1: Select and use appropriate fruit and vegetables, processes and tools. CN2: Use basic food handling, hygienic practices and personal hygiene.</p>	<p>CN3: Name and sort foods into the five groups in The Eat Well plate. CN4: Use techniques such as cutting, peeling and grating. CN5: Know that food has to be farmed, grown elsewhere (e.g. home) or caught</p>	<p>CN2: Demonstrate hygienic food preparation and storage. CN6: Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted by the Eat Well plate. CN7: Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>CN7: Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source CN8: Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking CN9: Know that a recipe can be adapted by adding or substituting one or more ingredients.</p>	<p>CN7: Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source CN8: Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking CN9: Know that a recipe can be adapted by adding or substituting one or more ingredients. CN10: Understand 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. CN11: Understand that seasons may affect the food available. CN12: Understand how food is processed into ingredients that can be eaten or used in cooking. CN13: Understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>	<p>CN7: Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source CN8: Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking CN9: Know that a recipe can be adapted by adding or substituting one or more ingredients. CN14: Understand that recipes can be adapted to change the appearance, taste, texture and aroma.</p>
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<p>Design Developing, planning and communicating ideas</p>	<p>D1: Draw on their own experience to help generate ideas. D2: Suggest ideas and explain what they are going to do. D3: Identify a target group for what they intend to design and make. D4: Model their ideas in card and paper. D5: Develop their design ideas applying findings from their earlier research</p>	<p>D1: Generate ideas by drawing on their own and other people's experiences. D2: Develop their design ideas through discussion, observation, drawing and modelling. D3: Identify a purpose for what they intend to design and make. D4: Identify simple design criteria. D5: Make simple drawings and label parts</p>	<p>D1: Generate ideas for an item, considering its purpose and the user/s. D2: Identify a purpose and establish criteria for a successful product. D3: Plan the order of their work before starting. D4: Explore, develop and communicate design proposals by modelling ideas. D5: Make drawings with labels when designing</p>	<p>D1: Generate ideas, considering the purposes for which they are designing. D2: Make labelled drawings from different views showing specific features. D3: 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. D4: Evaluate products and identify criteria that can be used for their own designs</p>	<p>D1: Generate ideas through brainstorming and identify a purpose for their product. D2: Draw up a specification for their design. D3: 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 D4: Use results of investigations, information sources, including ICT when developing design ideas</p>	<p>D1: Communicate their ideas through detailed labelled drawings. D2: Develop a design specification. D3: Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. D4: Plan the order of their work, choosing appropriate materials, tools and techniques</p>
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<p style="text-align: center;">Make Working with tools, equipment, materials and components to make quality products</p>	<p>M1: Make their design using appropriate techniques. M2: With help measure, mark out, cut and shape a range of materials. M3: Use tools e.g. scissors and a hole punch safely. M4: Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. M5: Use simple finishing techniques to improve the appearance of their product</p>	<p>M1: Begin to select tools and materials; use vocab' to name and describe them. M2 Measure, cut and score with some accuracy. M3: Use hand tools safely and appropriately. M4: Assemble, join and combine materials in order to make a product. M5: Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. M6: Follow safe procedures for food safety and hygiene. M7: Choose and use appropriate finishing techniques</p>	<p>M1: Select tools and techniques for making their product. M2: Measure, mark out, cut, score and assemble components with more accuracy. M3: Work safely and accurately with a range of simple tools. M4: Think about their ideas as they make progress and be willing change things if this helps them improve their work. M5: Measure, tape or pin, cut and join fabric with some accuracy. M7: Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>M1: Select appropriate tools and techniques for making their product. M2: Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. M3: Join and combine materials and components accurately in temporary and permanent ways. M4: Sew using a range of different stitches, weave and knit. M5: Measure, tape or pin, cut and join fabric with some accuracy. M6: Use simple graphical communication techniques</p>	<p>M1: Select appropriate materials, tools and techniques. M2: Measure and mark out accurately. M3: Use skills in using different tools and equipment safely and accurately. M6: Cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>M1: Select appropriate tools, materials, components and techniques M2: Assemble components make working models. M3: Use tools safely and accurately. M4: Construct products using permanent joining techniques. M5: Make modifications as they go along M6: Pin, sew and stitch materials together create a product. M7: Achieve a quality product</p>
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<p>Evaluate Evaluating processes and products</p>	<p>E1: Evaluate their product by discussing how well it works in relation to the purpose. E2: Evaluate their products as they are developed, identifying strengths and possible changes they might make. E3: Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>E1: Evaluate against their design criteria. E2: Evaluate their products as they are developed, identifying strengths and possible changes they might make. E3: Talk about their ideas, saying what they like and dislike about them.</p>	<p>E1: Evaluate their product against original design criteria e.g. how well it meets its intended purpose. E2: Disassemble and evaluate familiar products.</p>	<p>E1: Evaluate their work both during and at the end of the assignment. E2: Evaluate their products carrying out appropriate tests.</p>	<p>E1: Evaluate a product against the original design specification. E2: Evaluate it personally and seek evaluation from others.</p>	<p>E1: Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. E2: Record their evaluations using drawings with labels. E3: Evaluate against their original criteria and suggest ways that their product could be improved.</p>
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