



# Progression in Design Technology

## Being a DESIGNER

	F2	Key Stage 1	
<b>SKILLS</b>			
<b>Developing, planning and communicating ideas</b>	Use events, people and objects as stimulus.	Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make.	Generate ideas by drawing on their own and other people's experiences Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Identify a purpose for what they intend to design and make. Make simple drawings and label parts (plan). Understand how to identify a target group for what they intend to design and make based on a design criteria.
<b>Sculpture/ Making</b>	Handle, feel and manipulate materials to achieve a planned effect. Select tools and techniques needed to shape, assemble and join materials they are using. Undertake simple weaving activities.	Construct Use materials to make known objects for a purpose Carve Make simple joins. Make a product that moves.	Use large eyed needles – running stitches Shape and form from direct observation. Replicate patterns and textures in a 3-D form Measure materials required Join materials and components in different ways. Use a range of materials. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

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<p><b>Exploring/working with tools (incl. food)</b></p>	<p>Experiment to create different textures. Understand that different media can be combined to create new effects. Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately.</p>	<p>Explain to someone else how I want to make my product. Choose appropriate resources and tools. Make a simple plan before making. Cut food safely. Make design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Use tools e.g. scissors and a hole punch safely. Assemble, join and combine materials together using a variety of temporary methods e.g. glues or masking tape. Use basic food handling, hygienic practices. Know how to prepare simple dishes safely and hygienically, without using a heat source. Know how to use techniques such as cutting, peeling and grating</p>	<p>Describe the ingredients I am using. Begin to select tools and materials; use vocabulary to name 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. Cut, shape and join fabric. Use basic sewing techniques. Follow safe procedures for food safety and hygiene. Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. Demonstrate how to use techniques such as cutting, peeling and grating.</p>
<p><b>Evaluating</b></p>	<p>Discuss what has been made and what tools were used.</p>	<p>Make a structure stronger/stiffer/more stable. Describe how something works. Evaluate work by discussing how well it works in relation to the purpose. Evaluate their products as they are developed, identifying strengths and possible changes. Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>Choose tools and materials and explain why I have chosen them. Explain what went well with my work. Explain why specific textiles were chosen. Describe the differences and similarities between different practices and disciplines, and making links to own work. Evaluate against design criteria.</p>



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			Evaluate their products as they are development, identifying strengths and possible changes they might make. Talk about their ideas, saying what they like and dislike about them.
Designer study		Designers linked to topic e.g. Ole Kirk – designed Lego toy	Designers linked to topic e.g. Ruth Kedar – google logo Paul Smith – from Nottingham
<b>KEY KNOWLEDGE</b>	Use a variety of tools.	To be able to use a range of materials creatively to make products. To know about the work of a range of designers.	To be able to use a range of materials creatively to design and make products. To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
<b>Key Vocabulary</b>	Tools, weave.	Construct, texture, pattern, tools, assemble, join.	Purpose, tools, evaluate.
<b>Links with Learning Powers</b>	Resourcefulness – using appropriate tools and equipment Reciprocity – sharing tools and equipment Resilience - experimenting with new skills, talking about what has been made Reflectiveness – apply previously taught skills	Resourcefulness – choosing appropriate tools and equipment Reciprocity – sharing tools and equipment, group projects, peer assessment Resilience - experimenting with new skills, improving, evaluating Reflectiveness – apply previously taught skills	Resourcefulness – choosing appropriate tools and equipment Reciprocity – sharing tools and equipment, group projects, peer assessment Resilience - experimenting with new skills, improving, evaluating Reflectiveness – apply previously taught skills