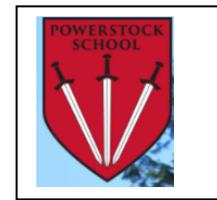


	KS1	LKS2	UKS2
Design	<p>KS1 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use their knowledge of existing products and their own experience to help generate their ideas; b design products that have a purpose and are aimed at an intended user; c explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups; f understand and follow simple design criteria; g work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. 	<p>KS2 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Children can:</p> <ul style="list-style-type: none"> a identify the design features of their products that will appeal to intended customers; b use their knowledge of a broad range of existing products to help generate their ideas; c design innovative and appealing products that have a clear purpose and are aimed at a specific user; d explain how particular parts of their products work; e use annotated sketches and cross-sectional drawings to develop and communicate their ideas; f when designing, explore different initial ideas before coming up with a final design; g when planning, start to explain their choice of materials and components including function and aesthetics; h test ideas out through using prototypes; i use computer-aided design to develop and communicate their ideas (see note on p. 1); j develop and follow simple design criteria; k work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment. 	<p>KS2 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Children can:</p> <ul style="list-style-type: none"> a use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; b use their knowledge of a broad range of existing products to help generate their ideas; c design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; d explain how particular parts of their products work; e use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; f generate a range of design ideas and clearly communicate final designs; g consider the availability and costings of resources when planning out designs; h work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.

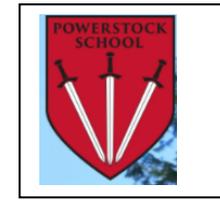


Powerstock CE VA Primary School

Design Technology

Progression of skills

Make	<p>KS1 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> a with support, follow a simple plan or recipe; b begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; c select from a range of materials, textiles and components according to their characteristics; <p>Practical skills and techniques</p> <ul style="list-style-type: none"> d learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; e use a range of materials and components, including textiles and food ingredients; f with help, measure and mark out; g cut, shape and score materials with some accuracy; h assemble, join and combine materials, components or ingredients; i demonstrate how to cut, shape and join fabric to make a simple product; j manipulate fabrics in simple ways to create the desired effect; k use a basic running stitch; l cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; m begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations. 	<p>KS2 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can:</p> <p>Plan</p> <ul style="list-style-type: none"> a with growing confidence, carefully select from a range of tools and equipment, explaining their choices; b select from a range of materials and components according to their functional properties and aesthetic qualities; c place the main stages of making in a systematic order; <p>Practical skills and techniques</p> <ul style="list-style-type: none"> d learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; e use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; f with growing independence, measure and mark out to the nearest cm and millimetre; g cut, shape and score materials with some degree of accuracy; h assemble, join and combine material and components with some degree of accuracy; i demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; j join textiles with an appropriate sewing technique; k begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics. 	<p>KS2 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> a independently plan by suggesting what to do next; b with growing confidence, select from a wide range of tools and equipment, explaining their choices; c select from a range of materials and components according to their functional properties and aesthetic qualities; d create step-by-step plans as a guide to making; <p>Practical skills and techniques</p> <ul style="list-style-type: none"> e learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; f independently take exact measurements and mark out, to within 1 millimetre; g use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; h cut a range of materials with precision and accuracy; i shape and score materials with precision and accuracy; j assemble, join and combine materials and components with accuracy; k demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; l join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; m refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.
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Evaluate	<p>KS1 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria. Children can:</p> <ul style="list-style-type: none"> a explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; b explain positives and things to improve for existing products; c explore what materials products are made from; d talk about their design ideas and what they are making; e as they work, start to identify strengths and possible changes they might make to refine their existing design; f evaluate their products and ideas against their simple design criteria; g start to understand that the iterative process sometimes involves repeating different stages of the process. 	<p>KS2 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; b explore what materials/ingredients products are made from and suggest reasons for this; c consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; d evaluate their product against their original design criteria; e evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world. 	<p>KS2 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> a complete detailed competitor analysis of other products on the market; b critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; c evaluate their ideas and products against the original design criteria, making changes as needed.
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