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Design Technology Progression in KUS

Knowledge	Year One	Year Two
	National Curriculum Content Use the basic principles of a healthy and varied diet to prepare dishes. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Build structures, exploring how they can be made stronger, stiffer, and more stable. Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products.	
	• I know we should have five portions of fruit or vegetables each day. • I am beginning to know which foods are healthy and which we should have in moderation. • I can make healthy choices for prepared dishes. • I am beginning to meet the needs of a simple design brief. • I can explore and use simple mechanisms such as wheels and axles. • I am beginning to develop knowledge as to how structures can be made stronger, stiffer and more stable.	• I know the importance of a balanced diet to be healthy. • I can use my knowledge of a balanced diet to prepare dishes. • I can name and sort foods into the five groups of the 'The Eatwell Plate.' • I can meet the needs of a design brief. • I know how to use a range of mechanisms to create movement such as sliders, levers and pivots. • I know different ways that structures can be made stronger, stiffer and more stable.
Assessment by end of year two	• I can design purposeful, functional, appealing products based on design criteria. • I can use mechanisms in my product to create movement. • I can use my knowledge of a balanced diet to prepare and create dishes. • I can make structure stable, stronger and stiffer using different techniques.	
Understanding	**National Curriculum Content** Understand where food comes from. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	
	• I understand that all food comes from animals and plants.	• I understand food is produced in different places and sold in shops. • I understand that food has to be farmed, grown elsewhere or caught.

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	• I can discuss what product I am designing and making and explain who the product is for and why. • I can look at existing products and talk about what works well. • I am beginning to evaluate my product against the design brief discussing what worked well and an improvement. • I can work in different contexts. E.g. imaginary, story based, industry.	• I can identify what products are for, how the product works, how it is used, where the product might be used and what materials the product is made from. • I can evaluate a range of existing products to support my product design. • I can generate ideas, drawing on my own experiences. • I can make adjustments to my products as I am making. • I can evaluate my product against the design brief using specific vocabulary. • I can confidently work in a range of contexts. E.g. local community, wider environment.
Assessment by end of year two	• I understand where food comes from and the importance of a balanced diet. • I can explore and evaluate a range of existing products. • I can confidently evaluate my product against the design brief. • I can work in a range of contexts.	
Skills	**National Curriculum Content** Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products.	
	• I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.	• I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. • I can select from and use a wide range of materials and components.

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	• I can select from a range of tools and equipment. • I am beginning to perform practical tasks including cutting, shaping, joining and finishing. • I can create products using wheels and axles. • I can cut ingredients safely and hygienically. • I can assemble and prepare simple dishes without using a heat source	• I can measure and mark my materials. • I can confidently perform practical tasks including cutting, shaping, joining and finishing including sewing. • I can use a range of mechanisms such as slider, levers and pivots. • I can cut, peel and grate ingredients safely and hygienically. • I know how to prepare simple dishes safely and hygienically without using a heat source.
Assessment by end of year two	• I can use drawing and computing to generate ideas. • I can design a product following a design brief. • I can select from a range of tools to use the tools most appropriate for the task. • I can confidently cut, shape, join and finish to make a quality product. • I can use different materials and component including construction materials, textiles and ingredients. • I can create movement in my product using a mechanism (e.g. levers, sliders, wheels and axles).	