

DT PROGRESSION OF SKILLS

DESIGN TECHNOLOGY		
FOOD TECH		
Level 1	Level 2	Level 3
<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Understand and apply the principles of nutrition and health</p> <p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients.</p>
DESIGN TECH		
KS2	KS3	
<p>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>Generate, develop, model and communicate their ideas through</p> <p>Discussion, annotated sketches, cross-sectional and exploded</p>	<p>Use research and exploration, such as the study of different cultures, to identify and understand user needs</p> <p>Identify and solve their own design problems and understand how to reformulate problems given to them</p> <p>Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</p>	

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Diagrams, prototypes, pattern pieces and computer-aided design	<p>Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses</p> <p>Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</p>
MAKE	
KS2	KS3
<p>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>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>Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</p> <p>Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p>
EVALUATE	
KS2	KS3
<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Analyse the work of past and present professionals and others to develop and broaden their understanding</p> <p>Investigate new and emerging technologies</p> <p>Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</p> <p>Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists</p>
TECHNICAL KNOWLEDGE	

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KS2	KS3
<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</p> <p>Understand how more advanced mechanical systems used in their products enable changes in movement and force</p> <p>Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]</p> <p>Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].</p>

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