

Progression in Key Skills

	Class 2	Class 3	Class 4
Design	- Use pictures and words to convey what they want to design/make. - Propose more than one idea for their product. - Use kits/reclaimed materials to develop more than one idea. - Model ideas with kits, reclaimed materials. - Select appropriate technique explaining: First... Next... Last... - Explore ideas by rearranging materials. - Select pictures to help develop ideas. - Use drawings to record ideas as they are developed. - Add notes to drawings to help explanations. - Describe their models and drawings of ideas and intentions.	- Develop more than one design or adaptation of an initial design. - Plan a sequence of actions to make a product. - Record the plan by drawing using annotated sketches. - Begin to use cross-sectional and exploded diagrams. - Use prototypes to develop and share ideas. - Think ahead about the order of their work and decide upon tools and materials. - Propose realistic suggestions as to how they can achieve their design ideas. - Consider aesthetic qualities of materials chosen. - Use CAD where appropriate.	- List tools needed before starting the activity. - Plan the sequence of work e.g. using a storyboard. - Record ideas using annotated diagrams. - Use models, kits and drawings to help formulate design ideas. - Combine modelling and drawing to refine ideas. - Devise step by step plans which can be read / followed by someone else. - Use exploded diagrams and cross-sectional diagrams to communicate ideas. - Sketch and model alternative ideas. - Decide which design idea to develop.

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Make	▪ Discuss their work as it progresses. ▪ Select materials from a limited range that will meet the design criteria. ▪ Select and name the tools needed to work the materials. ▪ Explain what they are making. ▪ Explain which materials they are using and why. ▪ Name the tools they are using. ▪ Describe what they need to do next.	▪ Prepare pattern pieces as templates for their design. ▪ Cut slots. ▪ Cut internal shapes. ▪ Select from a range of tools for cutting shaping joining and finishing. ▪ Use tools with accuracy. ▪ Select from techniques for different parts of the process. ▪ Select from materials according to their functional properties. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques.	▪ Make prototypes. ▪ Develop one idea in depth. ▪ Use researched information to inform decisions. ▪ Produce detailed lists of ingredients / components / materials and tools. ▪ Use a computer to model ideas. ▪ Select from and use a wide range of tools. ▪ Cut accurately and safely to a marked line. ▪ Select from and use a wide range of materials. ▪ Use appropriate finishing techniques for the project. ▪ Refine their product – review and rework/improve.
Evaluate	▪ Explore existing products and investigate how they have been made. - Decide how existing products do/do not achieve their purpose. ▪ Talk about their design as they develop and identify good and bad points. ▪ Note changes made during the making process as annotation to plans/drawings. ▪ Say what they like and do not like about items they have made and attempt to say why. ▪ Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.	▪ Investigate similar products to the one to be made to give starting points for a design. ▪ Draw/sketch products to help analyse and understand how products are made. ▪ Research needs of user. ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Decide which design idea to develop. ▪ Consider and explain how the finished product could be improved. ▪ Discuss how well the finished product meets the design criteria of the user. ▪ Investigate key events and individuals in Design and Technology.	▪ Research and evaluate existing products (including book and web based research). ▪ Consider user and purpose. ▪ Identify the strengths and weaknesses of their design ideas. ▪ Give a report using correct technical vocabulary. ▪ Consider and explain how the finished product could be improved related to design criteria. ▪ Discuss how well the finished product meets the design criteria of the user. Test on the user! ▪ Understand how key people have influenced design.