

DESIGN AND TECHNOLOGY CURRICULUM MAP

SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION

YEAR	PLANNING	MEASURING	MAKING	EXPLAINING	EVALUATING	FOOD TECHNOLOGY	PROGRESSION
6	I can use market research to inform my plans and ideas. I can justify my plans in a convincing way.	I can follow and refine my plans.	I can show that I consider culture and society in my plans and designs	I can explain how products should be stored and give reasons.	I can evaluate my product against clear criteria. I can work within a budget.	I can follow a plan or recipe without support	SKILLS 
5	I can come up with a range of ideas after collecting information from different sources. I can suggest alternative plans; outlining the positive features/ draw backs.	I can produce an accurate, detailed, step-by-step plan.	I can make a prototype before make a final version.	I can explain how a product will appeal to a specific audience. I can evaluate appearance and function against original criteria.	I can use a range of tools and equipment competently.	I can measure ingredients accurately when following a recipe. I show that I can be both hygienic and safe in the kitchen.	
4	I can use ideas from other people when I am designing. I can produce a plan and explain it.	I can measure accurately using mathematical skills appropriate to my age	I can persevere and adapt my work when my original ideas do not work	I can evaluate and suggest improvements for my designs.	I can present a product in an interesting way. I can evaluate products for both their purpose and appearance	I know how to be both hygienic and safe when using food.	KNOWLEDGE 
3	I can follow a step-by-step plan, choosing the right equipment and materials.	I can work accurately to measure, make cuts and make holes.	I can make a product which uses both electrical and mechanical components	I can prove that my design meets some set criteria. I can design a product and make sure that it looks attractive.	I can choose a textile for both its suitability and its appearance. I can select the most appropriate tools and techniques for given task.	I can describe how food ingredients come together.	
2	I can think of an idea and plan what to do next.	I can measure materials to use in a model or structure	I can join materials and components in different ways.	I can explain what went well with my work.	I can choose tools and materials and explain why I have chosen them. I can explain why I have chosen specific textiles.	I can describe the ingredients I am using.	UNDERSTANDING 

1	I can use my own ideas to make something. I can make a simple plan before making.	I can describe how something works and use simple measurements in construction	I can make a product which moves. I can make my model stronger	I can explain to someone else how I want to make my product.	I can choose appropriate resources and tools.	I can cut food safely.	
R	I can discuss my ideas prior to construction I can draw my designs before construction	Using non-standard measurements to check size, shape Using size related vocabulary to compare size, shape e.g. bigger, smaller, longer, shorter	I can make a model or product by combining materials	I can explain to someone else what I used to make my model	I can explain why certain materials worked well or did not	Adding heat and observing changes I can explore appropriate cutting tools I can discuss the ingredients we are using and where they come from	
N	I can select the resources I need to construct and build	Use size related vocabulary to describe size e.g. big, large, huge, enormous, small, tiny.	I can make a model or product	I can explain what I used to make my model	I can choose resources and materials from continuous provision	I can discuss the ingredients we are using I can spread ingredients using a suitable knife I can mix ingredients together I can use cutlery at lunchtime	