

## The Priory Catholic Voluntary Academy

### Key Stage Two Design & Technology Skills Progression Ladders

D&T Area of Learning	Year 3 Key Assessment Criteria	Year 4 Key Assessment Criteria	Year 5 Key Assessment Criteria	Year 6 Key Assessment Criteria
<b>Designing:</b> understanding contexts, users and purposes.	<ul style="list-style-type: none"> <li>• I can work confidently within a <b>range of contexts</b> such as home, school, leisure, culture, enterprise, industry and the wider environment. (3.1)</li> <li>• I can <b>gather some information</b> about the needs and wants of particular individuals and groups. (3.1)</li> <li>• I can tell you about the <b>purpose</b> of my product. (3.2)</li> <li>• I can tell you how some <b>parts of my product work</b>. (3.3)</li> <li>• I can <b>develop my own design criteria</b> and use these to inform my ideas. (3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe the purpose</b> of my product. (4.1)</li> <li>• I can <b>describe how some parts</b> of my product work. (4.1)</li> <li>• I can <b>develop my own design criteria</b> and use these to inform my ideas. (4.2)</li> <li>• I can <b>gather some information</b> about the needs and wants of particular individuals and groups. (4.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can work confidently within a <b>range of contexts</b> such as home, school, leisure, culture, enterprise, industry and the wider environment. (5.1)</li> <li>• I can <b>describe the purpose of my product</b> and indicate design features that will appeal to intended users. (5.1)</li> <li>• I can <b>explain how particular parts of my product work</b>. (5.2)</li> <li>• I can <b>carry out research</b> using surveys, interviews, questionnaires and web-based resources. (5.3)</li> <li>• I can <b>identify the needs, wants, preferences and values</b> of particular individuals and groups. (5.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can work confidently within a <b>range of contexts</b> such as home, school, leisure, culture, enterprise, industry and the wider environment. (6.1)</li> <li>• I can <b>describe the purpose of my product</b> and indicate design features that will appeal to intended users. (6.2)</li> <li>• I can <b>carry out research</b> using surveys, interviews, questionnaires and web-based resources. (6.2)</li> <li>• I can <b>explain how particular parts</b> of my product work. (6.3)</li> <li>• I can <b>identify the needs, wants, preferences and values</b> of particular individuals and groups. (6.3)</li> <li>• I can <b>develop a simple design specification</b> to guide my thinking. (6.3)</li> </ul>
<b>Designing:</b> generating, developing, modelling and communicating ideas.	<ul style="list-style-type: none"> <li>• I can <b>share and clarify my design ideas</b> through discussion. (3.1)</li> <li>• I can <b>model my ideas</b> using prototypes. (3.1)</li> <li>• I can <b>use annotated sketches</b> to communicate my ideas. (3.2)</li> <li>• I can <b>model my ideas</b> using prototypes and pattern pieces. (3.2)</li> <li>• I can use <b>computer-aided design</b> to help me develop and communicate ideas. (3.3)</li> <li>• I can <b>generate realistic ideas</b> focusing on the needs of the user. (3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>share and clarify my design ideas</b> through discussion. (4.1)</li> <li>• I can <b>use annotated sketches and cross-sectional drawings</b> to communicate my ideas. (4.1)</li> <li>• I can <b>use computer-aided design</b> to help me develop and communicate ideas. (4.2)</li> <li>• I can <b>generate realistic ideas</b> focusing on the needs of the user. (4.3)</li> <li>• I can <b>make design decisions</b> that take account of the availability of resources. (4.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>share and clarify my design ideas</b> through discussion. (5.1)</li> <li>• I can <b>model my ideas</b> using prototypes and pattern pieces. (5.1)</li> <li>• I can use <b>annotated sketches, cross-sectional drawings</b> to and exploded diagrams to communicate and develop my ideas. (5.1)</li> <li>• I can use <b>computer-aided design</b> to help me develop and communicate ideas. (5.2)</li> <li>• I can <b>make design decisions</b>, taking account of constraints such as time, resources and cost. (5.3)</li> <li>• I can <b>generate innovative ideas</b>, drawing on research. (5.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>share and clarify my design ideas</b> through discussion. (6.1)</li> <li>• I can <b>generate innovative ideas</b>, drawing on research. (6.2)</li> <li>• I can <b>use annotated sketches</b>, cross-sectional drawings to and exploded diagrams to communicate and develop my ideas. (6.3)</li> <li>• I can use <b>computer-aided design</b> to help me develop and communicate ideas. (6.3)</li> <li>• I can <b>make design decisions</b>, taking account of constraints such as time, resources and cost. (6.3)</li> <li>• I can <b>model my ideas</b> using prototypes. (6.3)</li> </ul>

<p><b>Making:</b> Planning</p>	<ul style="list-style-type: none"> <li>• I can <b>select tools and equipment</b> suitable for the task. (3.1)</li> <li>• I can tell you <b>the order of the main stages</b> of making my product. (3.2)</li> <li>• I can <b>select materials and components</b> suitable for the task. (3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain my choice of materials and components</b> according to functional and aesthetic qualities. (4.1)</li> <li>• I can <b>select materials and components</b> suitable for the task. (4.2)</li> <li>• I can <b>plan the order of the main stages</b> of making my product. (4.3)</li> <li>• I can <b>produce appropriate lists of the tools and materials</b> I will need. (4.2)</li> <li>• I can <b>select tools and equipment</b> suitable for the task. (4.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>select tools and equipment</b> suitable for the task. (5.1)</li> <li>• I can <b>explain my choice of tools and equipment</b> in relation to the skills and techniques I will be using. (5.1)</li> <li>• I can <b>select materials and components</b> suitable for the task. (5.1)</li> <li>• I can <b>explain my choice of materials and components</b> according to functional and aesthetic qualities. (5.1)</li> <li>• I can <b>produce appropriate lists of the tools and materials</b> I will need. (5.3)</li> <li>• I can <b>formulate step-by-step plans</b> as a guide to making. (5.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>select tools and equipment suitable</b> for the task. (6.1)</li> <li>• I can <b>produce appropriate lists of the tools, equipment and materials</b> I will need. (6.1)</li> <li>• I can <b>explain my choice of tools and equipment</b> in relation to the skills and techniques I will be using. (6.2)</li> <li>• I can <b>explain my choice of materials and components</b> according to functional and aesthetic qualities. (6.3)</li> <li>• I can <b>formulate step-by-step plans</b> as a guide to making. (6.3)</li> </ul>
<p><b>Making:</b> Practical skills and techniques.</p>	<ul style="list-style-type: none"> <li>• I can <b>follow procedures</b> for safety and hygiene. (3.1)</li> <li>• I can <b>apply a range of finishing techniques</b>, including those from Art &amp; Design, with some accuracy. (3.1)</li> <li>• I can <b>use a wider range of materials and components</b> than KS1 textiles. (3.2)</li> <li>• I can <b>measure, mark, cut and shape materials and components</b> with some accuracy. (3.2)</li> <li>• I can <b>assemble, join and combine materials and components</b> with some accuracy. (3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>use a wider range of materials and components</b> than KS1 including construction kits, textiles, food ingredients, electrical and mechanical components. (4.1)</li> <li>• I can <b>measure, mark, cut and shape materials and components</b> with some accuracy. (4.1)</li> <li>• I can <b>cut, assemble, join and combine materials and components</b> with some accuracy. (4.2)</li> <li>• I can <b>apply a range of finishing techniques</b>, including those from Art &amp; Design, with some accuracy. (4.2)</li> <li>• I can <b>follow procedures</b> for safety and hygiene. (4.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>accurately measure, mark, cut and shape materials</b> and components. (5.1)</li> <li>• I can <b>accurately assemble, join and combine materials and components</b>. (5.1)</li> <li>• I can <b>accurately apply a range of finishing techniques</b>, including those from Art &amp; Design. (5.1)</li> <li>• I can use a <b>wider range of materials and components than KS1</b> including construction kits, textiles, food ingredients, electrical and mechanical components. (5.3)</li> <li>• I can <b>follow procedures</b> for safety and hygiene. (5.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>follow procedures for safety and hygiene</b>. (6.1)</li> <li>• I can use a <b>wider range of materials and components</b> than KS1 including construction kits, textiles, food ingredients, electrical and mechanical components. (6.2)</li> <li>• I can <b>use techniques</b> that involve a number of steps. (6.2)</li> <li>• I can accurately <b>measure, mark, cut and shape</b> materials and components. (6.3)</li> <li>• I can <b>accurately assemble, join and combine</b> materials and components. (6.3)</li> <li>• I can accurately <b>apply a range of finishing techniques</b>, including those from Art &amp; Design. (6.3)</li> <li>• I <b>demonstrate resourcefulness</b> when tackling practical problems. (6.3)</li> </ul>
<p><b>Evaluating:</b> Own ideas and products.</p>	<ul style="list-style-type: none"> <li>• I can <b>identify the strengths and areas for development</b> in my ideas and products. (3.1)</li> <li>• I can <b>refer to my design criteria</b> as I design and make. (3.2)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify the strengths and areas for development</b> in my ideas and products. (4.1)</li> <li>• I can <b>refer to my design criteria as I design</b> and make. (4.2)</li> <li>• I can <b>consider the views of others</b>, including intended users, to improve my work. (4.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify the strengths and areas for development</b> in my ideas and products. (5.1)</li> <li>• I can <b>consider the views of others</b>, including intended users, to improve my work. (5.2)</li> <li>• I can <b>evaluate the quality of the design</b>, manufacture and fitness for</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify the strengths and areas for development</b> in my ideas and products. (6.1)</li> <li>• I can <b>consider the views of others</b>, including intended users, to improve my work. (6.1)</li> <li>• I can <b>critically evaluate</b> the quality of the design, manufacture and fitness for</li> </ul>

		<ul style="list-style-type: none"> <li>I can use my design criteria to evaluate my product. (4.3)</li> </ul>	purpose of my product as I design and make. (5.3)	<p>purpose of my product as I design and make. (6.2)</p> <ul style="list-style-type: none"> <li>I can <b>evaluate my design and products</b> against original design specification. (6.3)</li> </ul>
<b>Evaluating:</b> Existing products.	<p>I can investigate and analyse:</p> <ul style="list-style-type: none"> <li>How well products have been <b>designed</b>. (3.1)</li> <li>How well products have been <b>made</b>. (3.1)</li> <li>How well products meet user <b>needs and wants</b>. (3.1)</li> <li>Why materials have been chosen. (3.2)</li> <li>How well products <b>work</b>. (3.2)</li> <li>How well products achieve their <b>purposes</b>. (3.2)</li> <li>What methods of <b>construction</b> have been used. (3.3)</li> <li>Whether products can be <b>reused or recycled</b>. (3.3)</li> </ul>	<p>I can investigate and analyse:</p> <ul style="list-style-type: none"> <li>How well products have been <b>designed</b>. (4.1)</li> <li>What methods of <b>construction</b> have been used. (4.1)</li> <li>How well products have been <b>made</b>. (4.2)</li> <li>Why materials have been chosen. (4.2)</li> <li>When products were <b>designed and made</b>. (4.2)</li> <li>How well products <b>work</b>. (4.2)</li> <li>How well products <b>meet user needs and wants</b>. (4.2)</li> <li>Who designed and made the products. (4.3)</li> <li>Where products were designed and made. (4.3)</li> <li>How well products <b>achieve their purposes</b>. (4.3)</li> </ul>	<p>I can investigate and analyse:</p> <ul style="list-style-type: none"> <li>How well products have been <b>designed</b>. (5.1)</li> <li>How well products have been <b>made</b>. (5.1)</li> <li>Why materials have been chosen. (5.1)</li> <li>What <b>methods of construction</b> have been used. (5.2)</li> <li>How well products <b>work</b>. (5.2)</li> <li>How well products <b>achieve their purposes</b>. (5.2)</li> <li>How <b>sustainable</b> products are. (5.1)</li> <li>How well products <b>meet user needs and wants</b>. (5.2)</li> <li>How much products cost to make. (5.3)</li> <li>I <b>know about</b> some inventors, designers, engineers, chefs and manufacturers that have developed ground breaking products. (5.3)</li> </ul>	<p>I can investigate and analyse:</p> <ul style="list-style-type: none"> <li>How well products have been <b>designed</b>. (6.1)</li> <li>I <b>know about</b> some inventors, designers, engineers, <b>chefs</b> and manufacturers that have developed ground breaking products. (6.1)</li> <li>How well products have been made. (6.1)</li> <li>How well products achieve their purposes. (6.2)</li> <li>How <b>innovative</b> products are. (6.2)</li> <li><b>Why materials have been chosen</b>. (6.3)</li> <li>What <b>methods of construction</b> have been used. (6.3)</li> <li>How well products <b>work</b>. (6.3)</li> <li>How well products <b>meet user needs and wants</b>. (6.3)</li> <li>What <b>impact</b> products have beyond their intended purpose. (6.3)</li> </ul>
<b>Technical Knowledge:</b> Making products work.	<ul style="list-style-type: none"> <li>I can use my <b>maths skills</b> to help me design and make products that work e.g. accurate measurements. (3.1)</li> <li>I can <b>make strong, stiff, shell structures</b> – food packaging. (3.1)</li> <li>I can combine food ingredients to make a suitable product. (3.1)</li> <li>I can <b>make a 3d textile</b> product from a single fabric shape. (4.2)</li> <li>I know how <b>mechanical systems</b> such as levers and linkages work. (3.3)</li> <li>I know that <b>materials have functional and aesthetic qualities</b>. (3.3)</li> </ul>	<ul style="list-style-type: none"> <li>I know how to <b>reinforce and strengthen</b> 3d frameworks - shelters. (4.1)</li> <li>I can use my <b>maths skills</b> to help me design and make products that work e.g. accurate measurements. (4.2)</li> <li>I know that <b>materials have functional and aesthetic qualities</b>. (4.2)</li> <li>I can use my <b>science skills</b> to help me design and make products that work e.g. torches/circuits. (4.2)</li> <li>I know that <b>mechanical/electrical components have an input, process and output</b>. (4.2)</li> <li>I can <b>combine food ingredients</b> to make a suitable product and recognise food products that are</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>use my science skills</b> to help me design and make products that work e.g. moving toys. (5.1)</li> <li>I know that <b>materials have functional and aesthetic qualities</b>. (5.1)</li> <li>I know how <b>materials can be combined and mixed</b> to create more useful characteristics. (5.1)</li> <li>I know <b>how cams, pulleys or gears</b> create movement. (5.1)</li> <li>I can use the <b>correct technical vocabulary</b> for projects I undertake. (5.1)</li> <li>I know that <b>mechanical/electrical components</b> have an <b>input, process and output</b>. (5.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>use my maths skills</b> to help me design and make products that work e.g. accurate measurements. (6.1)</li> <li>I can <b>adapt a recipe</b> by adding or substituting more than one ingredient. (6.1)</li> <li>I know how materials can be <b>combined and mixed</b> to create more useful characteristics. (6.2)</li> <li>I can use my science skills to help me design and make products that work e.g. moving vehicles. (6.3)</li> <li>I know that <b>materials have functional and aesthetic qualities</b>. (6.3)</li> <li>I can use <b>gears and pulleys driven by electrical components</b> to create a moving product. (6.3)</li> </ul>

		<p>fresh, pre-cooked or processed. (4.3)</p> <ul style="list-style-type: none"> <li>I can use my <b>science skills</b> to help me design and make products that work. (4.2)</li> </ul>	<ul style="list-style-type: none"> <li>I know how to <b>program a computer</b> to simulate/control products – fairgrounds. (5.2)</li> <li>I can <b>use my maths skills</b> to help me design and make products that work e.g. accurate measurements. (5.3)</li> <li>I can <b>adapt a recipe</b> by adding or substituting more than one ingredient. (5.3)</li> </ul>	<ul style="list-style-type: none"> <li>I know that <b>mechanical/electrical components</b> have an <b>input, process and output</b>. (6.3)</li> <li>I can use the <b>correct technical vocabulary</b> for projects I undertake. (6.3)</li> </ul>
<p><b>Cooking and Nutrition</b> Where food comes from.</p>	<ul style="list-style-type: none"> <li>I know that <b>food is grown, reared and caught</b> in the UK and Europe. (3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I know that <b>food is grown, reared and caught</b> in the UK, Europe and the wider world. (4.3)</li> <li>I know that <b>seasons can affect</b> the food available. (4.3)</li> </ul>	<ul style="list-style-type: none"> <li>I know that <b>food is grown, reared and caught</b> in the UK, Europe and the wider world. (5.3)</li> </ul>	<ul style="list-style-type: none"> <li>I know that <b>food is grown, reared and caught</b> in the UK, Europe and the wider world. (6.2)</li> <li>I know how <b>food is processed into ingredients</b> that can be eaten or used in cooking e.g. flour for pizza dough. (6.1)</li> </ul>
<p><b>Cooking and Nutrition</b> Food preparation, cooking and nutrition.</p>	<ul style="list-style-type: none"> <li>I know how to <b>prepare and cook</b> predominantly savoury dishes safely and hygienically. (3.1)</li> <li>I can use a <b>range of techniques</b> such as chopping, slicing, mixing and spreading. (3.1)</li> <li>I know that a <b>healthy diet</b> is made up from a variety and balance of different food and drink as depicted on the Eatwell Plate. (3.1)</li> <li>I know that food and drink are needed <b>to provide energy</b> for the body. (3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I know how to <b>prepare and cook</b> predominantly savoury dishes safely and hygienically. (4.3)</li> <li>I <b>can use a range of techniques</b> such as peeling, chopping, slicing and mixing. (4.3)</li> <li>I know that a <b>healthy diet</b> is made up from a variety and balance of different food and drink as depicted on the Eatwell Plate. (4.3)</li> <li>I know that to be active and healthy, food and drink are needed to <b>provide energy</b> for the body. (4.3)</li> </ul>	<ul style="list-style-type: none"> <li>I know how to <b>prepare and cook</b> predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. (5.3)</li> <li>I can <b>use a range of techniques</b> such as peeling, chopping, slicing, grating, mixing, kneading and baking. (5.3)</li> <li>I know that different food and drink contain different substances – <b>nutrients, water and fibre – that are needed for health</b>. (5.3)</li> </ul>	<ul style="list-style-type: none"> <li>I know how to <b>prepare and cook</b> predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. (6.1)</li> <li>I can use a <b>range of techniques</b> such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (6.2)</li> <li>I know <b>how to adapt recipes</b> to change the appearance, texture, taste and aroma of the food. (6.1)</li> </ul>