




## Brough Primary School – Progression in Design Technology KS2



	<b>Phase 3 Years 3 and 4</b>	<b>Phase 4 Years 5 and 6</b>
<p><b>Design</b></p> 	<ul style="list-style-type: none"> <li>• Use their research to develop some of their own design criteria.</li> <li>• Draw a fully labelled sketch/diagram of their product, including some measurements.</li> <li>• Choose the materials/ ingredients /tools they will use, based on their suitability for the task.</li> <li>• List the materials/ ingredients/tools they will need.</li> <li>• Order the main stages of making.</li> <li>• Use computer aided design.</li> </ul> <p><b>Key Vocabulary</b>  <i>Those listed in Phases 1 &amp; 2 plus: - Design technology, product, intended user, annotated sketch, component, design criteria, computer -aided design.</i></p>	<ul style="list-style-type: none"> <li>• Use their research to develop their own design criteria.</li> <li>• Draw a fully labelled/annotated sketch/diagram of their product, including measurements and cross-sections.</li> <li>• Indicate where/how materials will be joined in order to create a stable structure.</li> <li>• Indicate where electrical components will go and explain how they will function.</li> <li>• Explain how computer programming will control the product.</li> <li>• Indicate where mechanisms will go and explain how they will function</li> <li>• Choose the materials/ingredients/tools they will use, based on their suitability for the task, including sourcing their own materials where appropriate.</li> <li>• List the materials/ ingredients/tools they will need.</li> <li>• Write (brief) instructions for how they intend to make their product.</li> </ul> <p><b>Key Vocabulary</b>  <i>Those listed in Phases 1, 2 &amp; 3 plus: - Cross - sectional diagram, exploded, diagram, innovation.</i></p>
<b>Make</b>	<ul style="list-style-type: none"> <li>• Measure and mark materials before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and mark materials with increased accuracy, before cutting.</li> <li>• Cut materials accurately, using appropriate tools.</li> </ul>


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	<ul style="list-style-type: none"> <li>• Score and fold paper/card accurately.</li> <li>• Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</li> <li>• Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> <li>• Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.</li> <li>• Create a basic electrical circuit and incorporate it into their product.</li> <li>• Pay attention to the finishing of their product.</li> </ul> <p><b>Key Vocabulary</b>  <i>Those listed in Phases 1 &amp; 2 plus: - Net, scoring, tab, accuracy, packaging, product, graphic designer, shelf -appeal, battery circuit, switch, bulb, electrical engineer.</i></p>	<ul style="list-style-type: none"> <li>• Join a range of materials using a variety of suitable methods.</li> <li>• Test their product as they work, making informed adjustments and striving to address any anticipated problems.</li> <li>• Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.</li> <li>• Create a working mechanism (pulleys and gears) and incorporate it into their product.</li> <li>• Create a basic electrical circuit and incorporate it into their product.</li> <li>• Programme a computer to control their product.</li> <li>• Create a polished and well-finished product.</li> </ul> <p><b>Key Vocabulary</b>  <i>Those listed in Phases 1, 2 &amp; 3 plus: - Frame, structure, triangulation, strengthen, reinforce, agricultural engineering, architect, mechanical system, pulley, driver, follower, load, transport, mechanical engineer.</i></p>
<p><b>Evaluate</b></p> 	<ul style="list-style-type: none"> <li>• Identify and discuss the strengths of their product.</li> <li>• Identify any areas for development/ improvements that could be made.</li> <li>• Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</li> <li>• Take part in peer evaluation, giving and receiving feedback from fellow pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the strengths of their product.</li> <li>• Identify any areas for development/ improvements that could be made.</li> <li>• Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</li> <li>• Take part in peer evaluation, giving and receiving feedback from fellow pupils.</li> </ul>

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<p><b>Cooking and nutrition</b></p> 	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross contamination when preparing raw meat; cleaning surfaces before and after preparing food.</li> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Knead and roll out dough.</li> <li>• Cook the product in the oven, ensuring it is fully cooked. • Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> </ul> <p><b>Key Vocabulary</b>  <i>Hygiene, grown, reared, local producer, seasonal produce, dough, knead, bake.</i></p>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross contamination when preparing raw meat; cleaning surfaces before and after preparing food.</li> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Cook food in the oven and/or on a stove top, ensuring it is fully cooked.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> </ul> <p><b>Key Vocabulary</b>  <i>Those listed in Phase 3 plus: - Hygiene, cross contamination, local produce, seasonality, cooking technique, deconstructed food.</i></p>
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