

# Farnborough Primary School Progression of knowledge and skills Design Technology

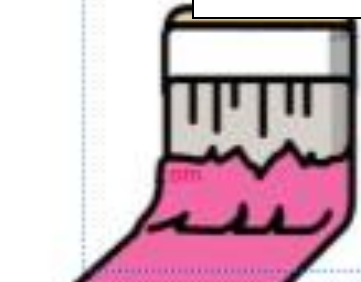
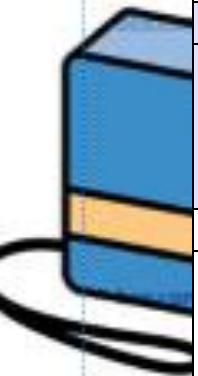
Reception	Autumn		Spring	Summer	
Unit	Structure Junk Modelling	Mechanisms – Santa's Chimney	Structures - Boats	Textiles - Book Marks	Food and Nutrition - Soup
Design	<ul style="list-style-type: none"> <li>• Making verbal plans and material choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring, using and refining a variety of artistic effects to express their ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a junk model boat.</li> <li>• Using knowledge from exploration to inform design.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing what a good design needs</li> <li>• Designing a simple pattern with paper.</li> <li>• Designing a bookmark.</li> <li>• Choosing from available materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a soup recipe as a class.</li> <li>• Designing soup packaging.</li> </ul>
Make	<ul style="list-style-type: none"> <li>• Improving fine motor/scissor skills with a variety of materials.</li> <li>• Joining materials in a variety of ways (temporary and permanent).</li> <li>• Joining different materials together.</li> <li>• Describing their junk model, and how they intend to put it together.</li> </ul>	<p>To create a picture with a simple sliding mechanism.</p>	<ul style="list-style-type: none"> <li>• Making a boat that floats and is waterproof, considering material choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing fine motor/cutting skills with scissors.</li> <li>• Exploring fine motor/threading and weaving (under, over technique) with a variety of materials.</li> <li>• Using a prepared needle and wool to practise threading</li> </ul>	<ul style="list-style-type: none"> <li>• Chopping plasticine safely.</li> <li>• Chopping vegetables with support</li> </ul>

# Farnborough Primary School Progression of knowledge and skills Design Technology

Evaluate	<ul style="list-style-type: none"> <li>• Giving a verbal evaluation of their own and others' junk models with adult support .</li> <li>• Checking to see if their model matches their plan.</li> <li>• Considering what they would do differently if they were to do it again.</li> <li>• Describing their favourite and least favourite part of their model.</li> </ul>	Sharing their creations, explaining the process they have used.	<ul style="list-style-type: none"> <li>• Making predictions about, and evaluating different materials to see if they are waterproof.</li> <li>• Making predictions about, and evaluating existing boats to see which floats best.</li> <li>• Testing their design and reflecting on what could have been done differently.</li> <li>• Investigating the how the shapes and structure of a boat affect the way it moves.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on a finished product and comparing to their design.</li> </ul>	<ul style="list-style-type: none"> <li>• Tasting the soup and giving opinions.</li> <li>• Describing some of the following when tasting food: look, feel, smell and taste.</li> <li>• Choosing their favourite packaging design and explaining why.</li> </ul>
Knowledge Technical	<ul style="list-style-type: none"> <li>• To know there are a range to different materials that can be used to make a model and that they are all slightly different.</li> <li>• Making simple suggestions to fix their junk model.</li> </ul>	Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> <li>• To know that 'waterproof' materials are those which do not absorb water</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a design is a way of planning our idea before we start.</li> <li>• To know that threading is putting one material through an object.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that soup is ingredients (usually vegetables and liquid) blended together.</li> <li>• To know that vegetables are grown.</li> <li>• To recognise and name some common vegetables.</li> <li>• To know that different vegetables taste different.</li> </ul>

# Farnborough Primary School Progression of knowledge and skills Design Technology

					<ul style="list-style-type: none"> <li>• To know that eating vegetables is good for us.</li> <li>• To discuss why different packages might be used for different foods.</li> </ul>
Additional			<ul style="list-style-type: none"> <li>• To know that some objects float, and others sink.</li> <li>• To know the different parts of a boat</li> </ul>		
Year 1	Autumn		Spring	Summer	
Unit	Textiles - Puppets		Structures - Windmills	Mechanisms Wacky Races	Food and Nutrition Smoothie making
Skills					
Design	<ul style="list-style-type: none"> <li>• Using a template to create a design for a puppet</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the importance of a clear design criteria</li> <li>• Including individual preferences and requirements in a design</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move</li> <li>• Creating clearly labelled drawings which illustrate movement</li> </ul>	<ul style="list-style-type: none"> <li>• Designing smoothie carton packaging by-hand.</li> </ul>	
Make	<ul style="list-style-type: none"> <li>• Cutting fabric neatly with scissors</li> <li>• Using joining methods to decorate a puppet</li> <li>• Sequencing steps for construction</li> </ul>	<ul style="list-style-type: none"> <li>• Making stable structures from card, tape and glue</li> <li>• Learning how to turn 2D nets into 3D structures</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Chopping fruit and vegetables safely to make a smoothie.</li> </ul>	



## Farnborough Primary School Progression of knowledge and skills Design Technology

		<ul style="list-style-type: none"> <li>• Following instructions to cut and assemble the supporting structure of a windmill</li> <li>• Making functioning turbines and axles which are assembled into a main supporting structure</li> <li>• Making functioning turbines</li> </ul>		<ul style="list-style-type: none"> <li>• Juicing fruits safely to make a smoothie.</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>• Reflecting on a finished product, explaining likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't.</li> <li>• Suggest points for improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move</li> </ul>	<ul style="list-style-type: none"> <li>• Tasting and evaluating different food combinations.</li> <li>• Describing appearance, smell and taste</li> <li>• Suggesting information to be included on packaging.</li> <li>• Comparing their own smoothie with someone else's.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• To know that 'joining technique' means connecting two pieces of material together</li> <li>• To know that there are various temporary methods of joining fabric by using staples, glue or pins</li> </ul>	<ul style="list-style-type: none"> <li>To know that a client is the person I am designing for</li> <li>• To know that design criteria is a list of points to ensure the product meets the clients needs and wants</li> <li>• To know that a windmill harnesses the power of wind for a purpose like</li> </ul>	<ul style="list-style-type: none"> <li>• To know that wheels need to be round to rotate and move</li> <li>• To understand that for a wheel to move it must be attached to a rotating axle</li> </ul>	

# Farnborough Primary School Progression of knowledge and skills Design Technology

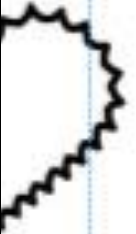
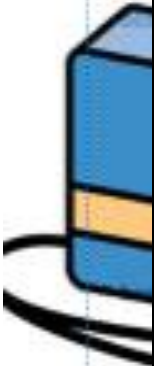
	<ul style="list-style-type: none"> <li>• To understand that different techniques for joining materials can be used for different purposes</li> <li>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times</li> <li>• To know that drawing a design idea is useful to see how an idea will look</li> </ul>	<p>grinding grain, pumping water or generating electricity</p> <ul style="list-style-type: none"> <li>• To know that windmill turbines use wind to turn and make the machines inside work</li> <li>• To know that a windmill is a structure with sails that are moved by the wind</li> <li>• To know the three main parts of a windmill are the turbine, axle and structure</li> </ul>	<ul style="list-style-type: none"> <li>• To know that an axle moves within an axle holder which is fixed to the vehicle or toy</li> <li>• To know that the frame of a vehicle (chassis) needs to be balanced</li> </ul>	
Additional			<ul style="list-style-type: none"> <li>• To know some real-life items that use wheels such as</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a blender is a machine which mixes ingredients together into a smooth liquid.</li> <li>• To know that a fruit has seeds.</li> <li>• To know that fruits grow on trees or vines.</li> <li>• To know that vegetables can grow either above or below ground.</li> <li>• To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).</li> </ul>

# Farnborough Primary School Progression of knowledge and skills Design Technology

	<ul style="list-style-type: none"> <li>• To know that materials can be manipulated to improve strength and stiffness.</li> <li>• To know that a structure is something which has been formed or made from parts</li> <li>• To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.</li> <li>• To know that a 'strong' structure is one which does not break easily.</li> <li>• To know that a 'stiff' structure or material is one which does not bend easily</li> </ul>		wheelbarrows, hamster wheels and vehicles	
Year 2	Autumn	Spring	Summer	
Unit	Textiles - Pouches	Structure - Baby Bear's Chair	Food - Balanced Diet	
Skills				
Design	<ul style="list-style-type: none"> <li>• Designing a pouch</li> </ul>	<ul style="list-style-type: none"> <li>• Generating and communicating ideas using sketching and modelling.</li> <li>• Learning about different types of structures, found in the natural world and in everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a healthy wrap based on a food combination which work well together</li> </ul>	
Make	<ul style="list-style-type: none"> <li>• Cutting fabric neatly with scissors</li> <li>• Using joining methods to decorate a puppet</li> <li>• Sequencing steps for construction</li> </ul>	<ul style="list-style-type: none"> <li>• Making a structure according to design criteria.</li> <li>• Creating joints and structures from paper/card and tape</li> <li>• Building a strong and stiff structure by folding paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Slicing food safely using the bridge or claw grip</li> <li>• Constructing a wrap that meets a design brief</li> </ul>	
Evaluate	<ul style="list-style-type: none"> <li>• Reflecting on a finished product, explaining likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the features of structures.</li> <li>• Comparing the stability of different shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the taste, texture and smell of fruit and vegetables</li> <li>• Taste testing food combinations and final products</li> </ul>	

# Farnborough Primary School Progression of knowledge and skills Design Technology

		<ul style="list-style-type: none"> <li>• Testing the strength of own structures.</li> <li>• Identifying the weakest part of a structure.</li> <li>• Evaluating the strength, stiffness and stability of own structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the information that should be included on a label</li> <li>• Evaluating which grip was most effective</li> </ul>
Knowledge Technical	<ul style="list-style-type: none"> <li>• To know that 'joining technique' means connecting two pieces of material together</li> <li>• To know that there are various temporary methods of joining fabric by using staples, glue or pins</li> <li>• To understand that different techniques for joining materials can be used for different purposes</li> <li>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times</li> <li>• To know that drawing a design idea is useful to see how an idea will look</li> </ul>	<ul style="list-style-type: none"> <li>• To know that shapes and structures with wide, flat bases or legs are the most stable.</li> <li>• To understand that the shape of a structure affects its strength.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'diet' means the food and drink that a person or animal usually eats</li> <li>• To understand what makes a balanced diet</li> <li>• To know where to find the nutritional information on packaging</li> <li>• To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar</li> <li>• To understand that I should eat a range of different foods from each food group, and roughly how much of each food group</li> <li>• To know that nutrients are substances in food that all living things need to make energy, grow and develop</li> <li>• To know that 'ingredients' means the items in a mixture or recipe</li> <li>• To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy</li> <li>• To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'</li> </ul>
Additional		<ul style="list-style-type: none"> <li>• To know that natural structures are those found in nature.</li> <li>• To know that man-made structures are those made by people</li> </ul>	



# Farnborough Primary School Progression of knowledge and skills Design Technology

Year 3	Autumn	Spring	Summer
Unit	Food: Eating seasonally	Textiles - Cushions	Mechanisms - Pneumatic Toys
Skills			
Design	<ul style="list-style-type: none"> <li>• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish</li> </ul>	<ul style="list-style-type: none"> <li>• Designing and making a template from an existing cushion and applying individual design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a toy which uses a pneumatic system.</li> <li>• Developing design criteria from a design brief.</li> <li>• Generating ideas using thumbnail sketches and exploded diagrams.</li> <li>• Learning that different types of drawings are used in design to explain ideas clearly.</li> </ul>
Make	<ul style="list-style-type: none"> <li>• Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination</li> <li>• Following the instructions within a recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Following design criteria to create a cushion</li> <li>• Selecting and cutting fabrics with ease using fabric scissors.</li> <li>• Threading needles with greater independence.</li> <li>• Tying knots with greater independence.</li> <li>• Sewing cross stitch to join fabric.</li> <li>• Decorating fabric using appliqué</li> <li>• Completing design ideas with stuffing and sewing the edges of the cushions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a pneumatic system to create a desired motion.</li> <li>• Building secure housing for a pneumatic system.</li> <li>• Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy.</li> <li>• Selecting materials due to their functional and aesthetic characteristics.</li> <li>• Manipulating materials to create different effects by cutting, creasing, folding and weaving.</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>• Establishing and using design criteria to help test and review dishes</li> <li>• Describing the benefits of seasonal fruits and vegetables and the impact on the environment</li> <li>• Suggesting points for improvement when making a seasonal tart</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating an end-product and thinking of other ways in which to create similar item</li> </ul>	<ul style="list-style-type: none"> <li>• Using the views of others to improve designs.</li> <li>• Testing and modifying the outcome, suggesting improvements.</li> <li>• Understanding the purpose of exploded diagrams through the eyes of a designer and their client.</li> </ul>



# Farnborough Primary School Progression of knowledge and skills Design Technology

Additional			<ul style="list-style-type: none"> <li>• To understand how sketches, drawings and diagrams can be used to communicate design ideas.</li> <li>• To know that exploded-diagrams are used to show how different parts of a product fit together.</li> <li>• To know that thumbnail sketches are small drawings to get ideas down on paper quickly</li> </ul>
Year 4	Autumn	Spring	Summer
Unit	Mechanisms - Make a sling shot car	Structure - Make a viking boat	Textiles - fastenings
Skills			
Design	<ul style="list-style-type: none"> <li>• Designing a shape that reduces air resistance</li> <li>• Drawing a net to create a structure from</li> <li>• Choosing shapes that increase or decrease speed as a result of air resistance</li> <li>• Personalising a design</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a stable boat structure that is aesthetically pleasing and selecting materials to create a desired effect</li> <li>• Building frame structures designed to support weight</li> </ul>	<ul style="list-style-type: none"> <li>• Writing design criteria for a product, articulating decisions made</li> <li>• Designing a personalised book sleeve</li> </ul>
Make	<ul style="list-style-type: none"> <li>• Measuring, marking, cutting and assembling with increasing accuracy</li> <li>• Making a model based on a chosen design</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a range of different shaped frame structures</li> <li>• Making a variety of free-standing frame structures of different shapes and sizes</li> <li>• Selecting appropriate materials to build a strong structure and for the cladding</li> <li>• Reinforcing corners to strengthen a structure</li> <li>• Creating a design in accordance with a plan</li> </ul>	<ul style="list-style-type: none"> <li>• Making and testing a paper template with accuracy and in keeping with the design criteria</li> <li>• Measuring, marking and cutting fabric using a paper template</li> <li>• Selecting a stitch style to join fabric, working neatly sewing small neat stitches</li> <li>• Incorporating fastening to a design</li> </ul>

# Farnborough Primary School Progression of knowledge and skills Design Technology

		<ul style="list-style-type: none"> <li>• Learning to create different textural effects with materials</li> </ul>	
Evaluate	<ul style="list-style-type: none"> <li>• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating structures made by the class</li> <li>• Describing what characteristics of a design and construction made it the most effective</li> <li>• Considering effective and ineffective designs</li> </ul>	<ul style="list-style-type: none"> <li>• Testing and evaluating an end- product against the original design criteria</li> <li>• Deciding how many of the criteria should be met for the product to be considered successful</li> <li>• Suggesting modifications for improvement</li> <li>• Articulating the advantages and disadvantages of different fastening types</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• To understand that products change and evolve over time</li> <li>• To know that aesthetics means how an object or product looks in design and technology</li> <li>• To know that a template is a stencil you can use to help you draw the same shape accurately</li> <li>• To know that a birds-eye view means a view from a high angle (as if a bird in flight)</li> <li>• To know that graphics are images which are designed to explain or advertise something</li> <li>• To know that it is important to assess and evaluate design ideas and models against a list of design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a boat is a mode of transport</li> <li>• To know that cladding can be applied to structures for different effects.</li> <li>• To know that aesthetics is how a product looks</li> <li>• To know that a product's function means its purpose</li> <li>• To understand that the target audience means the person or group of people a product is designed for</li> <li>• To know that architects consider light, shadow and patterns when designing</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and Velcro</li> <li>• To know that different fastening types are useful for different purposes</li> <li>• To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions</li> </ul>
Additional	<ul style="list-style-type: none"> <li>• To understand that all moving things have kinetic energy</li> <li>• To understand that kinetic energy is the energy that something (object/person) has by being in motion</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what a frame structure is</li> <li>• To know that a 'free-standing' structure is one which can stand on its own</li> </ul>	

# Farnborough Primary School Progression of knowledge and skills Design Technology

	<ul style="list-style-type: none"> <li>• To know that air resistance is the level of drag on an object as it is forced through the air</li> <li>• To understand that the shape of a moving object will affect how it moves due to air resistance</li> </ul>		
Year 5	Autumn	Spring	Summer
Unit	Mechanisms - Pop up book	Food and nutrition – What could be healthier?	Textiles - Stuffed Toy
Skills			
Design	<ul style="list-style-type: none"> <li>• Designing a pop-up book which uses a mixture of structures and mechanisms</li> <li>• Naming each mechanism, input and output accurately</li> <li>• Storyboarding ideas for a book</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute, or add additional ingredients</li> <li>• Writing an amended method for a recipe to incorporate the relevant changes to ingredients</li> <li>• Designing appealing packaging to reflect a recipe</li> <li>• Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients</li> <li>• Writing an amended method for a recipe to incorporate the relevant changes to ingredients</li> <li>• Designing appealing packaging to reflect a recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a stuffed toy considering the main component shapes required and creating an appropriate template</li> <li>• Considering the proportions of individual components</li> </ul>

# Farnborough Primary School Progression of knowledge and skills Design Technology

<p><b>Make</b></p>	<ul style="list-style-type: none"> <li>• Following a design brief to make a pop-up book, neatly and with focus on accuracy</li> <li>• Making mechanisms and/or structures using sliders, pivots, and folds to produce movement</li> <li>• Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting and preparing vegetables safely</li> <li>• Using equipment safely, including knives, hot pans and hobs</li> <li>• Knowing how to avoid crosscontamination</li> <li>• Following a step-by-step method carefully to make a recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a 3D stuffed toy from a 2D design</li> <li>• Measuring, marking and cutting fabric accurately and independently</li> <li>• Creating strong and secure blanket stitches when joining fabric</li> <li>• Threading needles independently</li> <li>• Using applique to attach pieces of fabric decoration</li> <li>• Sewing blanket stitch to join fabric</li> <li>• Applying blanket stitch so the space between the stitches are even and regular</li> </ul>
<p><b>Evaluate</b></p>	<ul style="list-style-type: none"> <li>• Evaluating the work of others and receiving feedback on own work</li> <li>• Suggesting points for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the nutritional differences between different products and recipes</li> <li>• Identifying and describing healthy benefits of food groups</li> </ul>	<ul style="list-style-type: none"> <li>• Testing and evaluating an end-product and giving point for further improvements</li> </ul>
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• To know that mechanisms control movement</li> <li>• To understand that mechanisms that can be used to change one kind of motion into another</li> <li>• To understand how to use sliders, pivots and folds to create paper-based mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues</li> <li>• To know that I can adapt a recipe to make it healthier by substituting ingredients</li> <li>• To know that I can use a nutritional calculator to see how healthy a food option is</li> <li>• To understand that 'cross contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric</li> <li>• To understand that it is easier to finish simpler designs to a high standard</li> <li>• To know that soft toys are often made by creating appendages separately and then attaching them to the main body</li> <li>• To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely</li> </ul>

# Farnborough Primary School Progression of knowledge and skills Design Technology

Additional	<ul style="list-style-type: none"> <li>To know that a design brief is a description of what I am going to design and make</li> <li>To know that designers often want to hide mechanisms to make a product more aesthetically pleasing</li> </ul>		
Year 6	Spring	Spring	Summer
	Structure - Playgrounds	Electrical Systems - Steady Hand Game	Cooking and Nutrition Come Dine with Me
Skills			
Design	<ul style="list-style-type: none"> <li>Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs</li> </ul>	<ul style="list-style-type: none"> <li>Designing a steady hand game - identifying and naming the components required</li> <li>Drawing a design from three different perspectives</li> <li>Generating ideas through sketching and discussion</li> <li>Modelling ideas through prototypes</li> <li>Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'</li> </ul>	<ul style="list-style-type: none"> <li>Writing a recipe, explaining the key steps, method and ingredients</li> <li>Including facts and drawings from research undertaken</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>Improving a design plan based on peer evaluation</li> <li>Testing and adapting a design to improve it as it is developed</li> <li>Identifying what makes a successful structure</li> </ul>	<ul style="list-style-type: none"> <li>Testing own and others finished games, identifying what went well and making suggestions for improvement</li> <li>Gathering images and information about existing children's toys</li> <li>Analysing a selection of existing children's toys</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating a recipe, considering: taste, smell, texture and origin of the food group</li> <li>Taste testing and scoring final products</li> <li>Suggesting and writing up points of improvements in productions</li> <li>Evaluating health and safety in production to minimise cross contamination</li> </ul>

# Farnborough Primary School Progression of knowledge and skills Design Technology

<p>Knowledge Technical</p>	<ul style="list-style-type: none"> <li>• To know that structures can be strengthened by manipulating materials and shapes</li> </ul>	<ul style="list-style-type: none"> <li>• To know that batteries contain acid, which can be dangerous if they leak</li> <li>• To know the names of the components in a basic series circuit including a buzzer</li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'flavour' is how a food or drink tastes</li> <li>• To know that many countries have 'national dishes' which are recipes associated with that country</li> <li>• To know that 'processed food' means food that has been put through multiple changes in a factory</li> <li>• To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides</li> <li>• To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork)</li> </ul>
<p>Additional</p>	<ul style="list-style-type: none"> <li>• To understand what a 'footprint plan' is</li> <li>• To understand that in the real world, design, can impact users in positive and negative ways</li> <li>• To know that a prototype is a cheap model to test a design idea</li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'form' means the shape and appearance of an object</li> <li>• To know the difference between 'form' and 'function'</li> <li>• To understand that 'fit for purpose' means that a product works how it should and is easy to use</li> <li>• To know that form over purpose means that a product looks good but does not work very well</li> <li>• To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind</li> <li>• To understand the diagram perspectives 'top view', 'side view' and 'back</li> </ul>	