Prospects-Improve

**DESIGN TECHNOLOGY CURRICULUM MAP**

**SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION**

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| **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**  **KNOWLEDGE**  **UNDER**  **STANDING** |
| **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. |
| **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. |
| **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. |