

## Progression of Skills: Design Technology - Year 6

<b>Skills</b>	
<b>Developing, Planning and Communicating Ideas</b>	
<b>Across all units</b>	Investigate products/images to collect ideas
	Sketch and model alternative ideas
	Develop one idea in depth
	Combine modelling and drawing to refine ideas
	Plan the sequence of work using a storyboard
	Record ideas using annotated diagrams
	Use models, kits and drawings to help formulate design ideas
	Make prototypes
	Use found information to inform decisions
	Use a computer to model ideas
	Draw plans which can be read/followed by someone else
	Give a report using correct technical vocabulary
	<b>Materials and Components - Knowledge and Understanding</b>
<b>Food</b>	Prepare food products taking into account the properties of ingredients and sensory characteristics. Work safely and hygienically
	Select and prepare foods for a particular purpose
	Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.
	Weigh and measure using scales
	Cut and shape ingredients using appropriate tools and equipment e.g. grating
	Join and combine food ingredients appropriately e.g. beating, rubbing in
	Decorate appropriately
	Work safely and hygienically
<b>Textiles</b>	Show awareness of a healthy diet from an understanding of a balanced diet
	Create 3D products using pattern pieces and seam allowance
	Understand pattern layout
	Decorate textiles appropriately often before joining components
	Pin and tack fabric pieces together
	Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision)
	Combine fabrics to create more useful properties
Make quality products	
<b>Construction</b>	Use bradawl to mark hole positions
	Use hand drill to drill tight and loose fit holes
	Cut strip wood, dowel, square section wood accurately to 1mm
	Join materials using appropriate methods
	Incorporate motor and a switch into a model
	Control a model using an ICT control programme
	Use a cam to make an up and down mechanism.
	Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms
Use glue gun with close supervision	
<b>Sheet Materials</b>	Cut slots
	Cut accurately and safely to a marked line
	Join and combing materials with temporary, fixed or moving joinings
	Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate
Choose an appropriate sheet material for the purpose	
<b>Evaluation</b>	
<b>Across all units</b>	Use the design criteria to inform their decisions about ways to proceed
	Justify their decisions about materials and methods of construction
	Reflect on their work using design criteria stating how well the design fits the needs of the user
	Identify what does and does not work in the product.
	Make suggestions as how their design could be improved