



Eaton Park Academy: Design & Technology Progression Objectives

Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
YEAR ONE Dinosaur Planet/Superheroes/Bright Lights, Big City				
<ul style="list-style-type: none"> ▪ I explain to someone else how I want to make my product. ▪ I choose appropriate resources and tools. ▪ I can design purposeful, functional, appealing products for myself and other users based on design criteria. • I can generate, develop, model and communicate my ideas through talking, drawing, templates, and where appropriate, ICT 	<ul style="list-style-type: none"> ▪ I use my own ideas to make something. ▪ I make a product which moves. ▪ I know how to make my models stronger. ▪ I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics. 	<ul style="list-style-type: none"> ▪ I can look at existing products and talk about them. ▪ I can say what is effective about my product and what could be better. ▪ I can talk about how my product works. 	N/A	<ul style="list-style-type: none"> ▪ To understand what constitutes a healthy and varied diet and use this understanding to prepare dishes. ▪ To cook a simple dish using cooking equipment safely. ▪ I can cut food safely. ▪ I can talk about ways of being hygienic when cooking and why it is important. ▪ I understand where specific foods come from and locate some of these countries on a map.
YEAR TWO Land Ahoy/Towers, Tunnels and Turrets/Bounce				
<ul style="list-style-type: none"> ▪ I can design purposeful, functional, appealing products for myself and other users. ▪ I can create and talk about my design plan. ▪ I can think of an idea and plan what to do next. 	<ul style="list-style-type: none"> ▪ I can choose and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics, and explain why I have chosen them. ▪ I join materials and components in different ways. ▪ I measure materials to use in a model or structure. 	<ul style="list-style-type: none"> ▪ I can explore and evaluate a range of existing products. ▪ I can evaluate my ideas and products against design criteria ▪ I can explain what went well with my work. ▪ I can explain why I have chosen specific textiles for my product. 	<ul style="list-style-type: none"> ▪ I can build structures, exploring how they can be made stronger, stiffer and more stable ▪ I can explore and use mechanisms such as levers, sliders, wheels and axles. 	<ul style="list-style-type: none"> ▪ I know how to prepare food hygienically and safely. ▪ I know and can talk about the ingredients I am using. ▪ I know where different food products come from and locate these on a map. ▪ I can prepare and cook a savoury and sweet dish and know the difference.

YEAR THREE

Tremors/Scrumdiddlyumptious/Tribal Tales

<ul style="list-style-type: none"> ▪ I can create an effective design plan with clear criteria. ▪ I can design a product and make sure that it looks attractive. 	<ul style="list-style-type: none"> ▪ I follow my design plan, choosing the right equipment and materials. ▪ I choose a material for both its suitability and its appearance. ▪ I select the most appropriate tools and techniques for a given task. ▪ I make a product which uses both electrical and mechanical components. ▪ I work accurately to measure, make cuts and make holes. 	<ul style="list-style-type: none"> ▪ I can prove that my design meets the set criteria. ▪ I can investigate a range of existing products, exploring their effectiveness. ▪ I can evaluate my ideas and products against my own design criteria. ▪ I can evaluate a partners work against their design criteria. 	<ul style="list-style-type: none"> ▪ I understand and use mechanical systems in their products such as gears and pulleys. 	<ul style="list-style-type: none"> ▪ To plan, prepare and cook a dish from another culture, talking about where the products come from. ▪ I can talk confidently about the method and ingredients I have used to prepare a dish.
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YEAR FOUR

Road Trip USA/Blue Abyss

<ul style="list-style-type: none"> ▪ I am able to research and draw upon the ideas from other people when I am designing my own product. ▪ I produce a design plan and explain it. ▪ I can generate, model, develop and communicate my ideas through discussion and annotated sketches, cross sectional and exploded diagrams. 	<ul style="list-style-type: none"> ▪ I can follow my design plan to produce an effective product. ▪ I measure accurately. ▪ I persevere and adapt my work when my original ideas do not work. 	<ul style="list-style-type: none"> ▪ I evaluate and suggest improvements for my designs. ▪ I evaluate existing products for both their purpose and appearance. ▪ I explain how I have improved my original design. ▪ I present a product in an interesting way. ▪ I can evaluate their ideas and products against my own design criteria ▪ I understand key events and individuals in design which have helped shape the world 	<ul style="list-style-type: none"> ▪ I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures ▪ I understand and use mechanical systems in my products such as gears and pulleys ▪ I understand and use electrical systems in my products. 	<ul style="list-style-type: none"> ▪ I can plan, prepare and cook a dish from another culture. ▪ I am able to be safe and hygienic when using food. ▪ I understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed
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YEAR FIVE

Stargazers/ Around the World

<ul style="list-style-type: none"> ▪ I can use research and develop design criteria to inform the design of innovative, functional and appealing products that are 	<ul style="list-style-type: none"> ▪ I select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping accurately 	<ul style="list-style-type: none"> ▪ I can investigate and analyse a range of existing products. ▪ I can evaluate appearance and functionality of own design against original criteria. 	<ul style="list-style-type: none"> ▪ I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures. 	<ul style="list-style-type: none"> ▪ I can understand and apply the principles of a healthy and varied diet. ▪ I show how I can be both hygienic and safe in the kitchen.
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<p><i>fit for purpose aimed at particular individuals or groups</i></p> <ul style="list-style-type: none"> ▪ I can generate, model, develop and communicate their ideas through discussion and annotated sketches, cross sectional, exploded diagrams, prototypes and pattern pieces. ▪ I produce a detailed, step by step plan with a specific target audience in mind. ▪ I suggest alternative plans; outlining the positive features and draw backs. ▪ I can explain how a product will appeal to a specific audience and consider social and culture differences. 	<ul style="list-style-type: none"> ▪ I can select from and use a wider range of materials and components competently, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities. ▪ I make a prototype before making a final version. 	<ul style="list-style-type: none"> ▪ I can understand key events and individuals in design have helped shape the world. ▪ I can compare my own work to that of the work of others and designers. 	<ul style="list-style-type: none"> ▪ I can understand and use mechanical systems in their products such as gears and pulleys. ▪ I understand and use electrical systems in their products. 	<ul style="list-style-type: none"> ▪ I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. ▪ I understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. ▪ To plan, prepare and cook a healthy two course meal using a set budget.
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YEAR SIX

Blood Heart/ Frozen Kingdom/Revolution

<ul style="list-style-type: none"> ▪ I use market research to inform my plans and ideas. ▪ I can generate, model, develop and communicate their ideas through discussion and annotated sketches, cross sectional, exploded diagrams, prototypes and pattern pieces and computer-aided design. ▪ I design and create a clear, precise and detailed design plan with clearly set out design criteria. ▪ I can identify and explain the target audience for my product and why. 	<ul style="list-style-type: none"> ▪ I follow and refine my plans. ▪ I justify my plans in a convincing way, amending as necessary. ▪ I work within a budget. 	<ul style="list-style-type: none"> ▪ I show that I can test and evaluate my products. ▪ I can investigate and analyse a range of existing products. ▪ I explain how products should be stored and give reasons. ▪ I evaluate my product against clear criteria. ▪ I can understand key events and individuals in design that have helped shape the world. 	<ul style="list-style-type: none"> ▪ I can apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ I understand and use mechanical systems in my products such as gears and pulleys ▪ I understand and use electrical systems in my products ▪ I can apply my understanding of computing to program, monitor and control their products 	<ul style="list-style-type: none"> ▪ To plan, prepare and cook a healthy three course meal on a budget. ▪ To identify and talk about how you can have a varied and healthy diet on a budget, suggesting different priced food alternatives.
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<ul style="list-style-type: none">▪ <i>I show that I consider culture and society in my plans and designs.</i>				
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