

Year 6 Design and Technology Skill Progression

Evaluate (Existing products)

- Research and evaluate existing products (including book and web-based research).
- Consider user and purpose.
- Identify the strengths and weaknesses of their design ideas.
- Consider and explain how the finished product could be improved related to design criteria.
- Discuss how well the finished product meets the design criteria of the user. Test on the user.
- Give a report using correct technical vocabulary.
- Understand how key people have influenced design.

Evaluate (Finished product)

- Give a report using correct technical vocabulary.
- Understand how key people have influenced design.
- Consider and explain how the finished product could be improved related to design criteria.
- Discuss how well the finished product meets the design criteria of the user.
- Test on the user.

Make

- Make prototypes.
- Develop one idea in depth.
- Produce detailed lists of ingredients / components / materials and tools.
- Select from and use a wide range of tools.
- Select from and use a wide range of ingredients/materials
- Use appropriate finishing techniques for the project.
- Refine their product – review and rework/improve.
- Use researched information to inform decisions.
- Produce detailed lists of components and tools.
- Cut accurately and safely to a marked line.
- Use a computer to model ideas.

Technical Knowledge

- understand and apply the principles of a healthy and varied diet.
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products.
- apply their understanding of computing to program, monitor and control their products.
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Design

- Record ideas using annotated diagrams.
- Use models, kits and drawings to help formulate design ideas.
- Sketch and model alternative ideas.
- Use researched information to inform decisions.
- Combine modelling and drawing to refine ideas.
- List tools needed before starting the activity.
- Plan the sequence of work e.g. using a storyboard.
- Devise step by step plans which can be read/followed by someone else.
- Decide which design idea to develop.
- Use models, kits and drawings to help formulate design ideas.
- Use exploded diagrams to communicate ideas.
- Model alternative ideas

Food and Nutrition

Chef's as food heroes – designing a healthy menu

In Year 6, we...

Designing a healthy menu (Sp 1)

Structures, mechanical systems, electrical systems ICT programming and control (Sum 1 & 2)