



# DT Progression of Skills

## Year 5



### *Year 5 National Curriculum Objectives for Design Technology: Children will be taught to:*

#### **Topics:**

#### **Designing**

- Works confidently in a range of contexts
- Highlights the design features of their product that will appeal to the intended user
- Give a detailed explanation as to how their product works
- Carries out research using surveys and interviews
- Beginning to develop their own design brief/criteria
- Makes small scale models of final design – suggests adaptations

#### **Making**

- Selects tools and equipment appropriate to task and explain choices
- Identifies hazards and can suggest how to minimise them
- Begins to produce appropriate list of tools, equipment and materials they need
- Create their own outline of steps to take when making their model
- Begin to demonstrate resourcefulness when tackling practical problems
- Shows attention to detail when finishing a product - incorporate a range of finishing techniques
- Uses a wide range of materials and components when designing and making
- Accurately measure, mark out, cut and shape materials

#### **Evaluating**

- Produces detailed evaluations of their designs – identifying strengths and areas for development
- Evaluate their product against their original design specifications
- Considers why materials have been chosen; the cost of products and whether a product achieves its purpose when evaluating ready-made products

#### **Technical Knowledge**

- Apply knowledge gained from Science and Maths to their design work
- Understands that materials have both functional properties and aesthetic qualities
- Understands that materials can be combined/mixed to create new characteristics
- Understands how mechanical systems such as cams and pulleys cause movement

#### **Cooking and Nutrition**

- Understands that food is either grown e.g. tomatoes; reared e.g. chickens or caught e.g. fish in the UK, Europe and the wider world and that we import much of our food from different countries (highlighting examples on a world map)
- Can identify risks when cooking and can work safely when preparing food – showing an understanding of the importance of food hygiene
- With support, can follow a simple basic recipe (biscuits)
- With support, can adapt a basic recipe (biscuits) by adding own ingredients to alter its taste, texture, aroma and appearance
- With support, can carry out a detailed product analysis of a ready-made product
- Can evaluate their own end product in terms of its taste, texture, aroma and appearance and offer suggestions as to how to improve the end product

#### **Notes**

#### **Children working below objectives listed above**

#### **Children who are working above objectives listed above**