

# D&T Essential Skills Y1 to Y6

## Strand: Planning, knowledge and evaluation

Aspect	Key stage 1 - Essential Skills		Lower key stage 2 - Essential Skills		Upper key stage 2 - Essential Skills	
	End of Year 1 expectations Average age 6 years 6 months	End of Year 2 expectations Average age 7 years 6 months	End of Year 3 expectations Average age 8 years 6 months	End of Year 4 expectations Average age 9 years 6 months	End of Year 5 expectations Average age 10 years 6 months	End of Year 6 expectations Average age 11 years 6 months
Designing	Draw a simple picture of an intended design with basic labelling.	Produce detailed, labelled drawings or models of products based on design criteria.	Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose.	Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user.	Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.	Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces.
Using ICT to aid design	Use ICT packages to create a simple plan for a design.	Use ICT packages to create a labelled design or plan.	Use ICT packages to create a labelled design or plan, in detail.	Use ICT packages to create alternatives for an initial design.	Use CAD and CAM packages to suggest alternative design ideas and explain their ideas and intentions.	Use CAD/CAM packages to design moving parts of a design.
Working from plans	With help, put ideas into practice.	Think of ideas and plan what to do next, based on their experience of working with materials and components.	Make realistic plans, identifying processes, equipment and materials needed.	Make realistic, step by step plans, reflecting on designs as the product develops.	Work from own detailed plans, modifying them where appropriate.	Check work as it develops and modify their approach in the light of progress.
Opinion and influence	Describe others' work, including work by professional craftspeople and designers and say what they like and dislike about it.	Describe similarities and differences between own and others' work including work by professional craftspeople and designers.	Compare and contrast great bridge designs, explaining why a particular design is significant in engineering history.	Describe the work of a favourite fashion designer and explain why they like his/her designs.	Research the work done by textile artists and say what they like about a piece, identifying the techniques and materials used in creating it and the aesthetic value.	Research cultural traditions and evidence their influence in their own work.
Existing product evaluation	Describe how an existing product works (e.g. 'the toy moves when I turn the handle').	Investigate a range of existing products and say if they do what they are supposed to do.	Investigate the design features (including identifying components or ingredients) of familiar existing products.	Explain how an existing product is useful to the user.	Investigate the design features (including identifying components or ingredients) of a familiar existing product in the context of the culture or society in which it was designed or made.	Explain the form and function of familiar existing products.
Evaluation	Talk about their own and others' work identifying strengths or weaknesses.	Explain how closely, finished products, meet their design criteria and say what they could do better in the future.	Suggest improvements to products made and describe how to implement them (taking the views of others into account).	Identify what has worked well and what could be improved, evidencing and explaining the results of research.	Test and evaluate products against a detailed design specification and make adaptations as they develop the product.	Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others.
History and culture	Order products or designs chronologically and begin to explain reasons why they are ordered in that way.	Describe why a design, building or designer is important.	Explain the impact of a design or designer on design history and how this has helped to shape the world.	Explain how fashions and fabrics have changed over time and how this has affected fashion. Explain how the design of a product has changed over time.	Create a timeline to sequence the development of a design over time and describe how technology has influenced it.	Describe how an individual in the field of design and technology has helped shape the world.