

DT Pattern of Learning

All DT topics should follow the same pattern of:

- **Technical Vocab/ prior Knowledge**
- **Design**
- **Make** (Prototype- paper or similar)
- **Evaluate**
- **Make** (final product)
- **Evaluate**

Orange- National curriculum objectives

Blue- skills progression

Year 1:

- **Technical Vocab/ prior Knowledge**
 - Explore and evaluate a range of existing products
- **Design**
 - Design purposeful, functional, appealing products for themselves and other users based on design criteria.
 - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
 - Draw on own experiences to help generate ideas
 - Suggest ideas and explain what they are going to do
 - Identify target group
- **Make** (Prototype- paper or similar)
 - Model ideas in card or paper
- **Evaluate**
 - Evaluate their ideas and products against design criteria
 - Develop design ideas applying findings
- **Make** (final product)
- **Evaluate**
 - Evaluate their ideas and products against design criteria

Year 2:

- **Technical Vocab/ prior Knowledge**
 - Explore and evaluate a range of existing products
 - Generate ideas by drawing on their own and other people's experiences
- **Design**
 - Design purposeful, functional, appealing products for themselves and other users based on design criteria.

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Identify purpose and design criteria
- Make a simple drawing and label parts
- **Make** (Prototype- paper or similar)
 - Develop their design ideas through discussion, observation, drawing and modelling
- **Evaluate**
 - Evaluate their ideas and products against design criteria
 - Develop design ideas applying findings
- **Make** (final product)
- **Evaluate**
 - Evaluate their ideas and products against design criteria

Year 3:

- **Technical Vocab/ prior Knowledge**
 - Investigate and analyse a range of existing products
 - Understand how key events and individuals in design and technology have helped shape the world.
 - Generate ideas for an item, considering its purpose and users
- **Design**
 - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
 - Identify a purpose and establish criteria for a successful product
 - Plan the order of their work before starting
 - Make drawing
- **Make** (Prototype- paper or similar)
 - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
 - Explore, develop and communicate design proposals by modelling ideas
 - Make drawings with labels when designing
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- **Evaluate**
 - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- **Make** (final product)
- **Evaluate**
 - Evaluate their ideas and products against design criteria

Year 4:

- **Technical Vocab/ prior Knowledge**
 - Investigate and analyse a range of existing products
 - Understand how key events and individuals in design and technology have helped shape the world.
 - Generate ideas for an item, considering its purpose for what they are designing
 - Evaluate products and identify criteria that can be used for their own design
- **Design**
 - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
 - Make labelled drawings from different views showing specific features
 - Develop a clear idea of what must be done, planning how to use materials, equipment and processes
- **Make** (Prototype- paper or similar)
 - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- **Evaluate**
 - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 - Suggest alternative methods of making, if the first attempts fail
- **Make** (final product)
- **Evaluate**
 - Evaluate their ideas and products against design criteria

Year 5:

- **Technical Vocab/ prior Knowledge**
 - Investigate and analyse a range of existing products
 - Understand how key events and individuals in design and technology have helped shape the world.
 - Generate ideas through brainstorming and identify a purpose for their product
 - Use results of investigations, information sources, including
- **Design**
 - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
 - Draw up a specification for a design
 - Develop a clear idea of what must be done, planning how to use materials, equipment and processes
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- **Make** (Prototype- paper or similar)

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- **Evaluate**
 - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 - Suggest alternative methods of making, if the first attempts fail
- **Make** (final product)
- **Evaluate**
 - Evaluate their ideas and products against design criteria

Year 6:

- **Technical Vocab/ prior Knowledge**
 - Investigate and analyse a range of existing products
 - Understand how key events and individuals in design and technology have helped shape the world.
 - Generate ideas through brainstorming and identify a purpose for their product
 - Use results of investigations, information sources, including
- **Design**
 - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
 - Draw up a specification for a design
 - Develop a clear idea of what must be done, planning how to use materials, equipment and processes
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- **Make** (Prototype- paper or similar)
 - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- **Evaluate**
 - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 - Suggest alternative methods of making, if the first attempts fail
- **Make** (final product)
- **Evaluate**
 - Evaluate their ideas and products against design criteria