

Design Technology

Programme of Study	Year 6 Milestones
Designing: Understanding contexts, users and purposes	Pupils should design with the user in mind.
	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.
	Indicate the design features of their products that will appeal to intended users
	Explain how particular parts of their products work.
	Carry out research, using surveys, interviews, questionnaires and web-based resources
	Identify the needs, wants, preferences and values of particular individuals and groups.
	Develop a simple design specification to guide their thinking.
	Ensure that designs have a high quality finish using art skills where appropriate.
Designing: Generating, developing, modelling and communicating ideas	share and clarify ideas through discussion
	Use annotated sketches and exploded diagrams to
	Use computer-aided design to develop and communicate their ideas
	Generate innovative ideas, drawing on research
	Make design decisions, taking account of constraints such as time, resources and cost.
Making: Planning Practical	Select tools and equipment suitable for the task
	Explain their choice of tools and equipment in relation to the skills and techniques they will be using.
	Select materials and components suitable for the task with limited help
	Explain their choice of materials and components
	Produce appropriate lists of tools, equipment and materials that they need
ng: Practical skills and techniques	Assemble, join and combine materials and components with accuracy.
	Accurately measure, mark out, cut and shape materials.
	Accurately assemble, join and combine materials and components.
	Accurately apply a range of finishing techniques, including those from art and design
	Use techniques that involve a number of steps.

Maki	Demonstrate resourcefulness when tackling practical problems.
Making products work	How to use learning from science to help design and make products that work.
	That materials have both functional properties and aesthetic qualities
	That materials can be combined and mixed to create more useful characteristics
	That mechanical and electrical systems have an input, process and output.
	The correct technical vocabulary for the projects they are undertaking.
Evaluating: Own ideas and products	Consider the views of others, including intended users, to improve their work
	Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
	Evaluate their ideas and products against their original design specification
Evaluating: Existing products	Why materials have been chosen and what methods of construction have been used
	How well products work and how well products achieve their purposes.
	How much products cost to make.
	How innovative products are.
Cooking and nutrition: Where food comes from	That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
	That seasons may affect the food available.
	How food is processed into ingredients that can be eaten or used in cooking.
Cooking and nutrition: Food preparation, cooking and nutrition.	How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
	How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
	That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eat well plate
	That to be active and healthy, food and drink are needed to provide energy for the body

