

Progress of Skills and Knowledge for Primary Design Technology

In primary design technology, the progression of skills and knowledge varies significantly across year groups, allowing students to engage with the subject in ways that align with their developmental stages. In Year 1, learners are introduced to basic design principles through simple projects. They experiment with a variety of materials such as cardboard and paper, learning foundational skills like cutting and sticking. Emphasis is placed on exploring shapes and structures, cultivating an early appreciation for design.

As students advance to Year 2, they are encouraged to begin the design process with more intentionality. They learn to identify problems and brainstorm ideas collaboratively. At this stage, the focus is on developing verbal communication skills, enabling pupils to articulate their thoughts about their designs. They also encounter basic evaluation techniques, assessing their work and that of their peers. This instils a sense of critical thinking and reflection.

In Year 3, students progress further by engaging with more complex materials, including textiles. They gain an understanding of stitching and fastening techniques, allowing them to create functional items. The incorporation of elements like design briefs helps students comprehend the purpose behind their projects. More sophisticated evaluation methods encourage them to consider user needs and improve their designs accordingly.

By Year 4, the curriculum introduces digital technologies, including simple coding for interactive design. Pupils explore computer-aided design (CAD) software, which complements their practical skills while fostering creativity. Additionally, they are tasked with developing prototypes, enabling them to apply the iterative design process effectively.

Transitioning into Year 5, students are challenged to create more elaborate projects that require planning and resource management. They learn to document their design processes rigorously and present their ideas in a structured manner, emphasising both aesthetics and functionality.

Finally, by Year 6, learners are prepared for secondary education, demonstrating a comprehensive understanding of design technology principles. They showcase their skills through collaborative projects, effectively communicating their ideas while critically analysing their work. This progression ensures that primary design technology not only equips students with practical skills but also fosters a holistic understanding and appreciation for the subject as a whole.

