



Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools



**DT  
PROGRESSION MAP**

Year 6			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<b>GREAT BRITISH DISHES</b> <b>Cookery &amp; Nutrition</b>	<b>BIRD BOXES</b> <b>Stiff and flexible sheet materials</b>	<b>BOARD GAMES</b> <b>Electrical Components</b>
Domain	Progression Statement		
Developing, planning and communicating ideas	<ul style="list-style-type: none"> <li>• Can they use a range of information to inform their design?</li> <li>• Can they use market research to inform plans?</li> <li>• Can they work within constraints?</li> <li>• Can they follow and refine their plan if necessary?</li> <li>• Can they justify their plan to someone else?</li> <li>• Do they consider culture and society in their designs?</li> </ul>		
Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none"> <li>• Can they use tools and materials precisely?</li> <li>• Do they change the way they are working if needed?</li> </ul>		
Evaluating processes and products	<ul style="list-style-type: none"> <li>• How well do they test and evaluate their final product?</li> <li>• Is it fit for purpose?</li> <li>• What would improve it?</li> <li>• Would different resources have improved their product?</li> <li>•</li> <li>• Would they need more or different information to make it even better?</li> <li>• Does their product meet all design criteria?</li> <li>• Did they consider the use of the product when selecting materials?</li> </ul>		
Cooking and nutrition	<ul style="list-style-type: none"> <li>• Can they identify where a wide range of foods come from (plant or animal) and</li> </ul>		

	<p>talk about how the foods are produced. • Yogurt – from milk – from a dairy cow?</p> <ul style="list-style-type: none"> <li>• Can they find out about the ingredients used in different dishes, where those ingredients come from and how they are produced?</li> <li>• Can they follow a recipe and make a dish with some guidance?</li> <li>• Can they modify a recipe to: <ul style="list-style-type: none"> <li>- make it suitable for different people?</li> </ul> </li> <li>• Can they name and use a range of cooking skills with confidence and accuracy to prepare increasingly challenging ingredients. E.g. <ul style="list-style-type: none"> <li>- Peel</li> <li>- Measure accurately (using digital scales, analogue scales, measuring jug)</li> <li>- Cut (potatoes, carrots and other foods with a vegetable knife) using: <ul style="list-style-type: none"> <li>-Fork secure</li> <li>-Claw grip</li> <li>-Bridge hold?</li> </ul> </li> </ul> </li> <li>• Can they explain the basic function of each nutrient (carbohydrate, protein, fat, vitamins and minerals)?</li> </ul> <p>Can they say the main nutrient/s provided by each Eatwell Guide food group?</p>		
Textiles			
Electrical and mechanical components			<p>Can they use different kinds of circuit in their product?</p> <p>Can they think of ways in which adding a circuit would improve their product?</p>

Stiff and flexible sheet materials		<p>Can they justify why they selected specific materials?</p> <p>How have they ensured that their work is precise and accurate?</p> <p>Can they hide joints so as to improve the look of their product?</p>	
Mouldable materials			

**Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.**