Progression in DT

Skills	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)	As All Saints' Pupils make the transition to secondary school we want them to be able to …
DESIGN Developing, planning and communicating ideas	Begin to draw on their own experience to help generate ideas. Begin to develop ideas through talk and drawings. Discuss what their steps for making could be. (What a wonderful world) (Community Champions)	Begin to generate and develop design ideas through discussion, observation, drawing and modelling. (Toymakers) Identify a purpose for what they intend to design and make. (Shiver me timbers) Develop their ideas through talk and drawings and label parts. (Shiver me timbers) (Oh I do like to be beside the seaside) Begin to make templates and mock-ups of their ideas in paper or card. (Toymakers)	Start to generate ideas, considering the purposes for which they are designing. Gather information about the needs and wants of groups. (Megastructures) (Eureka) Make labelled drawings from different views showing specific features. Communicate ideas through cross sectional and exploded diagrams and prototypes. (Top Gear) (Imaginary Worlds) (Under the sea) Start to order the main stages of making a product. (Top Gear) (Under the sea) Begin to identify criteria for a successful product that is functional, appealing and fit for purpose. Generate	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes and patter pieces. Describe the purpose of their products. (The magic of Harry Potter) (The Empire) Use research to develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose. (The magic of Harry Potter) (The Empire) Plan the order of their work, choosing appropriate materials, tools and techniques including alternative methods if first attempts fail. (Sun, Moon and Stars) (The Empire)	Feel confident in their skills relating to designing, making and evaluating products. Children will leave with the skills of being resourceful and innovative, enterprising and imaginative. Through unique and exciting opportunities they will have the confidence to take risks in order to solve real life problems.

			realistic ideas, focusing on the needs of the user. (Eureka) (Imaginary Worlds) (Under the sea) (Megastructures) Explain their choice of materials, techniques and components according to function and aesthetics, consider if they can be recycled or reused. (Megastructures) (Under the sea)		
<u>MAKE</u> Work with tools, equipment, materials and components to make quality products	Begin to make their design using appropriate techniques. (What a Wonderful World) (Community Champions) Explore using simple tools, e.g. scissors, hole punch etc. (What a Wonderful World) (Community Champions) (Celebrations) Begin to assemble and join materials together using a variety of methods, e.g. glue, masking tape etc (Celebrations)	Begin to select tools and materials, use correct vocabulary to name them and describe them. (Toymakers) Learn to use hand tools safely and appropriately. (Toymakers) (Shiver me timbers) Cut, shape and join fabric using basis sewing techniques. (Lights, camera, action) Select materials and components according to their characteristics, including textiles, construction materials and	Select a wider range of tools and techniques for making their product safely. (Top Gear) (Imaginary Worlds) (Under the sea) Select from and use a wider range of components and materials including construction materials, ingredients and textiles, according to their functional properties and aesthetic qualities. (Under the sea) (Tomb raiders) (Imaginary Worlds) Know how to measure, mark out, cut, score and shape a	Confidently select appropriate tools, materials, components and techniques and use them. (The Empire) (Sun, Moon and Stars) (Terrible Tudors) Use tools safely and accurately. (The Empire) (Sun, Moon and Stars) (Terrible Tudors) Select from and use a wider range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic	

		ingredients. (Toymakers) (Towers, Turrets and Tiaras) (Lights, camera, action) (Shiver me timbers)	range of materials using appropriate equipment, tools and techniques with some accuracy. (Top Gear) (Megastructures) (Imaginary Worlds) (Under the sea) Start to join and combine materials and components with some accuracy in temporary and permanent ways. Apply a range of finishing techniques with some accuracy. (Top Gear) (Megastructures) (Imaginary Worlds) (Under the sea) Sew using different stitches. (Under the sea) Start to think about their ideas as they progress and make changes if this helps them to improve their work. (Megastructures) (Under the sea)	qualities. (Holes) (Sun, Moon and Stars) (We'll meet again) (The magic of Harry Potter) Accurately measure, mark out, cut and shape components. Accurately assemble, join and combine components. Accurately apply a range of finishing techniques. (The Empire) (The magic of Harry Potter)	
<u>EVALUATE</u> Evaluating processes and products	Begin to evaluate their product by discussing how well it works. (What a wonderful world) Look at products and say	Explore and evaluate a range of existing products. Consider who they are for, how they are used, how they work and what materials were used to make them	Investigate and analyse a range of existing products. Consider how well the products have been made, why materials have been chosen, how well the	Investigate and analyse a range of existing products. Consider how much products cost to make, how sustainable the materials are and how innovative.	

	what they like about them and dislike. (Community Champions)	(Lights, camera, action) (Toymakers) Evaluate their work based on a given criteria. (Shiver me timbers) Begin to identify strengths and possible changes they might make. (Oh I do like to be beside the seaside)	products work and meet their purpose and the needs of the user. Discuss who made the products, where and when and whether they can be recycled. (Tomb raiders) (Eureka) (Top Gear) (Imaginary worlds) (Megastructures) Evaluate their products carrying out appropriate tests. (Megastructures) (Top Gear) (Tomb raiders) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (Megastructures) (Under the sea) Learn about the work of inventors, designers, architects and engineers and the impact they have. Begin to consider possibilities. (Under the sea) (Megastructures)	(The magic of Harry Potter) Evaluate their products against their own design criteria, identifying strengths and areas for development. Carry out appropriate tests. (The Empire) (Sun, Moon and Stars) (The magic of Harry Potter) Understand how key events and individuals in Design Technology have helped shape the world. (The Empire) (Sun, Moon and Stars)	
<u>TECHNICAL KNOWLEDGE</u>	Begin to build structures, exploring how they can be	Demonstrate how to make structures stronger, stiffer	Know how mechanical systems such as cams, levers,	Demonstrate how mechanical systems such as	

Exploring and developing the skills that make products work	made stronger, stiffer and more stable. (Celebrations)	and more stable. Oh I do like to be beside the seaside) With help, measure, cut and score with some accuracy. (Toymakers) (Shiver me timbers) Explore and use mechanisms in their product such as levers, hinges and pulley systems. (Shiver me timbers) (Oh I do like to be beside the seaside)	pneumatic systems and gears create movement. (Top Gear) (Under the sea) (Imaginary Worlds) Demonstrate how electrical circuits and components can be used to create a functional product. Apply their understanding of computing to program, monitor and control. (Top Gear) (Megastructures) (Imaginary worlds) Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. (Megastructures)	cams, gears or motors create movement. (Sun, Moon and Stars) Demonstrate how electrical circuits and components can be used to create a functional product. Apply their understanding of computing to program, monitor and control. (Sun, Moon and Stars) (The Empire) (Terrible Tudors)	
<u>FOOD AND NUTRITION</u> Exploring food preparation, cooking and where our food comes from	Begin to understand that food comes from animals and plants. Begin to understand that everyone should eat a healthy diet. (Wings, stings and wriggly things) Learn how to prepare simple dishes safely and hygienically. (Wings, stings and wriggly things)	Begin to understand that food has to be farmed, grown or caught. (Towers, Turrets and Tiaras) Begin to know the names of and sort food into 5 groups - The Eatwell plate. (Fire, fire) Demonstrate how to prepare simple dishes safely and hygienically. ((Fire, fire)	Begin to understand and apply the principles of a healthy diet, using the Eatwell plate. Know that we need a balance of food and drink are needed to provide energy for the body and to be healthy and active. (Eureka) (Tomb raiders) Prepare and cook a variety of predominantly savoury dishes using a range of	Understand and apply the principles of a healthy diet. Know that different food and drink contain different substances - nutrients, water and fibre- that are needed for health. (Sun, Moon and Stars) (Holes) (We'll meet again) Prepare and cook a variety of predominantly savoury dishes using a range of	

		(Towers, Turrets and Tiaras)	cooking techniques. (Eureka) (Tomb raiders) Understand seasonality and that food is grown, reared and caught in the UK and wider world. (Eureka) (Tomb raiders) Know how to use a range of cooking techniques safely such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (Stone age survival) (Eureka) (Tomb raiders)	cooking techniques. (We'll meet again) (Holes) Know that food is grown, reared, caught and processed in the UK and wider world. Understand seasonality when planning a dish. (We'll meet again) Demonstrate how to use a range of cooking techniques safely such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (We'll meet again) (Holes)	