

# DT

## Progression Map

### KS1

#### Year 1

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> <li>Can they think of some ideas of their own?</li> <li>Can they explain what they want to do?</li> <li>Can they use pictures and words to plan?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain what they are making?</li> <li>Can they explain which tools are they using?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain what they are making?</li> <li>Can they explain which tools are they using?</li> </ul>

Cooking and nutrition	Textiles	Mechanisms	Use of materials	Construction
<ul style="list-style-type: none"> <li>Can they cut food safely?</li> <li>Can they describe the texture of foods?</li> <li>Do they wash their hands and make sure that surfaces are clean?</li> <li>Can they think of interesting ways of decorating food they have made, eg, cakes?</li> </ul>	<ul style="list-style-type: none"> <li>Can they describe how different textiles feel?</li> <li>Can they make a product from textiles by gluing?</li> </ul>	<ul style="list-style-type: none"> <li>Can they make a product which moves?</li> <li>Can they cut materials using scissors?</li> <li>Can they describe the materials using different words?</li> <li>Can they say why they have chosen moving parts?</li> </ul>	<ul style="list-style-type: none"> <li>Can they make a structure/model using different materials?</li> <li>Is their work tidy?</li> <li>Can they make their model stronger if it needs to be?</li> </ul>	<ul style="list-style-type: none"> <li>Can they talk with others about how they want to construct their product?</li> <li>Can they select appropriate resources and tools for their building projects?</li> <li>Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</li> </ul>

#### Year 2

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> <li>Can they think of ideas and plan what to do next?</li> <li>Can they choose the best tools and materials? Can they give a reason why these are best?</li> <li>Can they describe their design by using pictures, diagrams, models and words?</li> </ul>	<ul style="list-style-type: none"> <li>Can they join things (materials/ components) together in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain what went well with their work?</li> <li>If they did it again, can they explain what they would improve?</li> </ul>

Cooking and nutrition	Textiles	Mechanisms	Use of materials	Construction
<ul style="list-style-type: none"> <li>Can they describe the properties of the ingredients they are using?</li> <li>Can they explain what it means to be hygienic?</li> <li>Are they hygienic in the kitchen?</li> </ul>	<ul style="list-style-type: none"> <li>Can they measure textile?</li> <li>Can they join textiles together to make something?</li> <li>Can they cut textiles?</li> <li>Can they explain why they chose a certain textile?</li> </ul>	<ul style="list-style-type: none"> <li>Can they join materials together as part of a moving product?</li> <li>Can they add some kind of design to their product?</li> </ul>	<ul style="list-style-type: none"> <li>Can they measure materials to use in a model or structure?</li> <li>Can they join material in different ways?</li> <li>Can they use joining, folding or rolling to make it stronger?</li> </ul>	<ul style="list-style-type: none"> <li>Can they make sensible choices as to which material to use for their constructions?</li> <li>Can they develop their own ideas from initial starting points?</li> <li>Can they incorporate some type of movement into models?</li> <li>Can they consider how to improve their construction?</li> </ul>

### Lower KS2

### Year 3

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> <li>• Can they show that their design meets a range of requirements?</li> <li>• Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</li> <li>• Can they describe their design using an accurately labelled sketch and words?</li> <li>• How realistic is their plan?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use equipment and tools accurately?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain what they changed which made their design even better?</li> </ul>

Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
<ul style="list-style-type: none"> <li>• Can they choose the right ingredients for a product?</li> <li>• Can they use equipment safely?</li> <li>• Can they make sure that their product looks attractive?</li> <li>• Can they describe how their combined ingredients come together?</li> <li>• Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they join textiles of different types in different ways?</li> <li>• Can they choose textiles both for their appearance and also qualities?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they select the most appropriate tools and techniques to use for a given task?</li> <li>• Can they make a product which uses both electrical and mechanical components?</li> <li>• Can they use a simple circuit?</li> <li>• Can they use a number of components?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they use the most appropriate materials?</li> <li>• Can they work accurately to make cuts and holes?</li> <li>• Can they join materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they select the most appropriate materials?</li> <li>• Can they use a range of techniques to shape and mould?</li> <li>• Do they use finishing techniques?</li> </ul>

### Year 4

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> <li>• Have they thought of how they will check if their design is successful?</li> <li>• Can they begin to explain how they can improve their original design?</li> <li>• Can they evaluate their product, thinking of both appearance and the way it works?</li> <li>• Do they take time to consider how they could have made their idea better?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell if their finished product is going to be good quality?</li> <li>• Are they conscience of the need to produce something that will be liked by others?</li> <li>• Can they show a good level of expertise when using a range of tools and equipment?</li> <li>• Do they work at their product even though their original idea might not have worked?</li> </ul>	<ul style="list-style-type: none"> <li>• Have they thought of how they will check if their design is successful?</li> <li>• Can they begin to explain how they can improve their original design?</li> <li>• Can they evaluate their product, thinking of both appearance and the way it works?</li> <li>• Do they take time to consider how they could have made their idea better?</li> </ul>

Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
<ul style="list-style-type: none"> <li>• Do they know what to do to be hygienic and safe?</li> <li>• Have they thought what they can do to present their product in an interesting way?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they think what the user would want when choosing textiles?</li> <li>• Have they thought about how to make their product strong?</li> <li>• Can they devise a template?</li> <li>• Can they explain how to join things in a different way?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they add things to their circuits?</li> <li>• How have they altered their product after checking it?</li> <li>• Are they confident about trying out new and different ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they measure carefully so as to make sure they have not made mistakes?</li> <li>• How have they attempted to make their product strong?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a range of advanced techniques to shape and mould?</li> <li>• Do they use finishing techniques, showing an awareness of audience?</li> </ul>

### Upper KS2

### Year 5

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> <li>• Can they come up with a range of ideas after they have collected information?</li> <li>• Do they take a user's view into account when designing?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why their finished product is going to be of good quality?</li> <li>• Can they explain how their product will appeal to the audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they keep checking that their design is the best it can be?</li> <li>• Do they check whether anything could be improved?</li> <li>• Can they evaluate appearance and function against the original criteria?</li> </ul>

<ul style="list-style-type: none"> <li>• Can they produce a detailed step by-step plan?</li> <li>• Can they suggest some alternative plans and say what the good points and drawbacks are about each?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a range of tools and equipment expertly?</li> <li>• Do they persevere through different stages of the making process?</li> </ul>	
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Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
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<ul style="list-style-type: none"> <li>• Can they describe what they do to be both hygienic and safe?</li> <li>• How have they presented their product well?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they think what the user would want when choosing textiles?</li> <li>• How have they made their product attractive and strong?</li> <li>• Can they make up a prototype first?</li> <li>• Can they use a range of joining techniques?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they incorporate a switch into their product?</li> <li>• Can they refine their product after testing it?</li> <li>• Can they incorporate hydraulics and pneumatics?</li> </ul>	<ul style="list-style-type: none"> <li>• Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Are they motivated enough to refine and further improve their product using mouldable materials?</li> </ul>
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Year 6		
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Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
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<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>	<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>	<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>• 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>
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Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
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<ul style="list-style-type: none"> <li>• Can they explain how their product should be stored with reasons?</li> <li>• Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</li> </ul>	<ul style="list-style-type: none"> <li>• Have they thought about how their product could be sold?</li> <li>• Have they given considered thought about what would improve their product even more?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use different kinds of circuit in their product?</li> <li>• Can they think of ways in which adding a circuit would improve their product?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they justify why they selected specific materials?</li> <li>• How have they ensured that their work is precise and accurate?</li> <li>• Can they hide joints so as to improve the look of their product?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they justify why the chosen material was the best for the task?</li> <li>• Can they justify design in relation to the audience?</li> </ul>
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