

DT progression



	Unit 1	Unit 2
Year 1	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products. (Finding Solutions /Critical Evaluation) • Describe drawings of ideas (Finding Solutions) • Cut out shapes which have been created by drawing round a template onto fabric (Proficiency) • Colour fabrics using a range of techniques eg. Fabric paints, printing, painting (Innovation) • Join fabrics using a running stitch (Proficiency) • Say what I like and do not like about what I have made and explain why (Critical Evaluation) • Say what changes I made during the making process (Critical Evaluation) 	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products (Finding Solutions/Critical Evaluation) • Use pictures and words to show what I want to design and make. (Finding Solutions) • Plan the method using First...Next...Last (Innovation) • Name the tools I will use (Proficiency) • Investigate joins. (Finding Solutions) • Use my design when making (Proficiency) • Choose how to join different materials e.g. glue, tape (Finding Solutions/Proficiency) • Say what I like and do not like about what I have made and explain why (Critical Evaluation) • Say what changes I made during the making process (Critical Evaluation)
Year 2	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products (Finding Solutions /Critical Evaluation) • Select tools and materials needed to meet my design criteria (Proficiency/Innovation) • Discuss my designs as they develop and identify good and bad points (Finding Solutions /Critical Evaluation) • Roll paper to create tubes (Proficiency) • Fold, tear and cut paper and card. (Proficiency) • Use my design when making. (Proficiency) • Choose how to join different materials e.g. glue, tape (Proficiency) • Mark out materials to be cut using a template. (Proficiency) • Use a range of materials and equipment to make my product. (Proficiency) • Discuss how closely my finished product meets the design criteria. (Critical Evaluation) 	<ul style="list-style-type: none"> • Group familiar food products e.g. fruits and vegetables (Proficiency) • Work safely and hygienically (Proficiency) • Explore and evaluate a range of existing products: dips & dippers (Finding Solutions/Critical Evaluation) • Use words related to food: taste, smell, texture (Proficiency) • Cut, peel, grate and chop a range of ingredients (Proficiency) • Select tools and materials needed to meet my design criteria (Innovation) • Measure and weigh food items, non-standard measures e.g. spoons, cups (Proficiency) • Use a range of materials and equipment to make my product (Proficiency) • Discuss how closely my finished product meets the design criteria (Critical Evaluation)
Year 3	<ul style="list-style-type: none"> • Investigate and analyse a range of existing products (Finding Solutions/Critical Evaluation) • Explore fastenings (Finding Solutions) 	<ul style="list-style-type: none"> • Investigate pop up books and their movements (Finding Solutions/Critical Evaluation) • Accurately construct 'box-fold' and 'lift up flap' mechanisms (Proficiency)

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	<ul style="list-style-type: none"> • Understand the need for patterns (Critical Evaluation) • Join fabrics using a running stitch, over stitch and back stitch. (Proficiency) • Make a prototype of a product using j cloths (Innovation) • Understand seam allowance. (Proficiency/Finding Solutions) • Discuss how well my product meets the needs of the user (Critical Evaluation) 	<ul style="list-style-type: none"> • Accurately construct 'slider' and 'paper spring' mechanisms (Proficiency) • Accurately construct 'rotator' and 'mouth fold' mechanisms (Proficiency) • Storyboard a 6 page pop-up book with appropriately planned mechanisms (Innovation) • Create a range of functioning pop-up mechanisms (Innovation/Proficiency) • Identify the strengths and weaknesses of my design ideas (Critical Evaluation)
Year 4	<ul style="list-style-type: none"> • Understand the safety rules of a kitchen (Proficiency) • Explain ways in which I can work hygienically in a kitchen (Proficiency) • Investigate a range of existing products (Finding Solutions) • Analyse the taste, texture, smell and appearance of foods (Critical Evaluation) • Develop sensory vocabulary and knowledge of food (Proficiency) • Plan a sequence of actions to make a product (Proficiency/Innovation) • Consider the order of my work and decide on equipment and ingredients (Innovation) • Measure and weigh ingredients appropriately (Proficiency) • Join and combine food ingredients appropriately (Proficiency) • Analyse the taste, texture, smell and appearance of foods (Critical Evaluation) • Identify strengths and weaknesses in my product (Critical Evaluation) • Consider and explain how the finished product could be improved (Critical Evaluation) 	<ul style="list-style-type: none"> • Investigate and analyse a range of existing products (Finding Solutions/Critical Evaluation) • Understand how electrical circuits work in security systems (Finding Solutions) • Create a circuit that uses different switches (Proficiency) • Incorporate a circuit with a bulb or buzzer into a model (Proficiency) • Plan something that is fit for purpose and aimed at a specific target group (Innovation/Finding Solutions) • Choose materials for the functional properties (Innovation/Finding Solutions) • Record my plan by drawing (labelled sketches) or writing (Proficiency) • Create a series circuit in their product (Proficiency) • Discuss how well my product meets the needs of the user (Critical Evaluation) • Discuss how well my finished product meets the design criteria (Critical Evaluation)
Year 5	<ul style="list-style-type: none"> • Analyse a range of existing products (Finding Solutions/Critical Evaluation) • Recap on prior knowledge to 'fix' garments (Finding Solutions) • Use a running and blanket stitch (Proficiency) • Use drawings to help formulate design ideas (Proficiency) • Join fabrics using over stitch (Proficiency) • Join fabrics using blanket stitch (Proficiency) • Join fabrics using back stitch (Proficiency) • Make a prototype (Innovation/Proficiency) • Pin and tack fabric pieces together (Proficiency) 	<ul style="list-style-type: none"> • Understand how individuals in design and technology have helped to shape the world (Critical Evaluation) • Analyse a range of existing products (toy cars/remote controlled cars) (Finding Solutions/Critical Evaluation) • Justify my decisions about materials and methods of construction (Finding Solutions) • Create drawings to help formulate design ideas (Innovation) • Understand electronic circuits which may include switches, buzzers, bulbs and motors (Proficiency) • Make prototypes (Innovation/Proficiency)

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	<ul style="list-style-type: none"> • Consider the views of others to make improvements (Critical Evaluation) • Reflect on my work using design criteria stating how well the design fits the needs to the user (Critical Evaluation) 	<ul style="list-style-type: none"> • Understand and use gears and cams (Proficiency) • Use my design criteria to inform my decisions about ways to proceed (Finding Solutions) • Join and combine materials with temporary, fixed or moving joints (Proficiency) • Join materials using appropriate methods (Proficiency) • Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms (Proficiency) • Incorporate motor and a switch into a model • Identify what does and does not work in the product (Critical Evaluation) • Consider the views of others to make improvements make suggestions as how their design could be improved (Critical Evaluation) • Report using correct technical vocabulary (Critical Evaluation)
Year 6	<ul style="list-style-type: none"> • Investigate images to collect ideas (Finding Solutions) • Sketch and annotate alternative ideas (Innovation) • Refine my design ideas (Innovation/ Finding Solutions) • Design something which has a particular audience in mind (Innovation/ Finding Solutions) • Make suggestions as how my design could be improved (Critical Evaluation) • Use bradawl to mark hole positions (Proficiency) • Use hand drill to drill tight and loose fit holes (Proficiency) 	<ul style="list-style-type: none"> • Understand the varying shelf lives of food and the reasons behind it (Finding Solutions) • Understand what happens to food if it is not preserved (Finding Solutions) • Know the different ways to preserve food: -refrigerating, freezing and dehydrating. -pickling and salting (Finding Solutions) • Know the different ways to preserve food: packaging (Finding Solutions) • Cut and shape ingredients using appropriate tools (Proficiency) • Prepare food products, considering their properties (Critical Evaluation)