

Subject Progression Grid for Design and Technology



Design- Developing a plan

Year 1	<ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Start to look at given examples to inform their designs • Model their ideas on paper or card
Year 2	<ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose and target group for what they intend to design and make • Develop their design ideas by looking at given examples • Make simple drawings and label parts
Year 3	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product, perhaps through discussion • Begin to plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Develop their design ideas by finding other examples to look at • Make drawings with labels when designing
Year 4	<ul style="list-style-type: none"> • Generate ideas by considering the context and purpose, and by researching other examples, to support their design • Develop a clear idea of what has to be done, planning how to use materials and equipment • Make labelled drawings from different views showing specific features
Year 5	<ul style="list-style-type: none"> • Begin to draw up a design specification • Plan the design process (i.e. the order and method for their project) • Use results of investigations, information sources, including ICT when developing design ideas • Start to make decisions about which viewpoints to draw from in order to show specific features
Year 6	<ul style="list-style-type: none"> • Independently develop a design specification • Plan the order of their work, choosing appropriate materials, tools and techniques • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Independently make decisions about which viewpoints to draw from in order to show specific features

Subject Progression Grid for Design and Technology



Make/Technical knowledge- Working with equipment and materials

Year 1	<ul style="list-style-type: none"> • With help mark out, measure, cut and shape a range of materials • Use equipment safely <i>e.g. scissors, hole punch, tape, glue</i>
Year 2	<ul style="list-style-type: none"> • Mark out, measure, cut and score materials (including fabric) with some accuracy, e.g. to the nearest 10cm • Use tools safely: <i>e.g. needle, hacksaw and vice</i> • Use correct vocabulary to name and describe tools • Use basic sewing techniques • Follow advice to improve the appearance of their product
Year 3	<ul style="list-style-type: none"> • Use tools safely: <i>e.g. clamp, sandpaper, hammer, nails, hand drill, saw</i> • Begin to explain why particular tools are used • Choose and use appropriate finishing techniques
Year 4	<ul style="list-style-type: none"> • Use tools safely: <i>e.g. clamp, sandpaper, hammer, nails, hand drill, saw</i> • Select specific tools and explain why they are more appropriate • Sew using a range of different stitches/weaves • Use finishing techniques to strengthen their product and improve its appearance, giving reasons for their choices
Year 5	<ul style="list-style-type: none"> • Measure, cut, shape and join a range of materials to a high level of precision, e.g. to the nearest mm • Use tools safely: <i>e.g. pliers, cutters</i>
Year 6	<ul style="list-style-type: none"> • Measure, cut, shape and join a range of materials to a high level of precision, e.g. to the nearest mm • Use tools safely: <i>e.g. glue gun, pliers, cutters</i>

Subject Progression Grid for Design and Technology



Evaluate- Evaluating products

Year 1	<ul style="list-style-type: none"> Evaluate during and after the making process by making simple comments about strengths and weaknesses
Year 2	<ul style="list-style-type: none"> Evaluate during and after the making process by referring back to their original ideas and purpose Evaluate after the making process by talking about strengths and weaknesses, likes and dislikes Record their evaluations using simple drawings
Year 3	<ul style="list-style-type: none"> Evaluate during the making process by referring back to their design criteria, research and prototypes Ask questions of others, and start to think about altering their approach where appropriate Offer constructive criticism of their peers' products Record their evaluations using drawings and text
Year 4	<ul style="list-style-type: none"> Show willingness to alter their approach based on their own and others' evaluations during the making process, perhaps disassembling and starting again Record their evaluations using a range of equipment and ICT
Year 5	<ul style="list-style-type: none"> Evaluate their products by carrying out appropriate tests
Year 6	<ul style="list-style-type: none"> Evaluate their products by carrying out appropriate tests

Subject Progression Grid

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Working with food

Year 1	<ul style="list-style-type: none"> • Use tools safely • Can explain basic kitchen safety rules (e.g. <i>putting knives down, carrying equipment safely</i>)
Year 2	<ul style="list-style-type: none"> • Use tools safely • Following instructions about basic food handling and hygiene, and kitchen safety, e.g. <i>hazards relating to the use of ovens</i> • Follow advice to improve the appearance of their product
Year 3	<ul style="list-style-type: none"> • Use tools safely • Explain the reasons for food hygiene procedures • Choose and use appropriate finishing techniques
Year 4	<ul style="list-style-type: none"> • Use tools safely • Help to weigh and measure ingredients • Use finishing techniques to improve appearance and taste, giving reasons for their choices
Year 5	<ul style="list-style-type: none"> • Use tools safely • Weigh and measure ingredients • Use finishing techniques to improve appearance and taste, giving reasons for their choices
Year 6	<ul style="list-style-type: none"> • Use tools safely • Weigh and measure ingredients • Select and use appropriate ingredients for a healthy dish • Use finishing techniques to improve appearance and taste, giving reasons for their choices