DT CURRICULUM PROGRESSION

Yr	Design	Making	Evaluating
6	Work confidently in a wide range of contexts (e.g. home, school, leisure). Describe in detail the purpose of their products. Generate innovative ideas drawing on research. Model ideas using prototypes and pattern pieces. Use annotated sketches, cross-section drawings, exploding diagrams and computer aided design packages to develop and communicate ideas. Make design decisions that take account of the availability of resources.	Confidently select and explain choice of tools and equipment suitable for a task. Form step by step plans as a guide to making. Measures, mark out, cuts, and shape materials/components with accuracy. Accurately assembles, joins and combines materials. Accurately apply a range of finishing techniques. Use techniques that involve a number of steps. Use resourcefulness, resilience and innovation when tackling problems.	Investigate/analyse how well products have been designed/made; why materials have been chosen; what methods of construction were used; how well the products worked; and whether they achieved their purpose. Investigate and analyse: cost of products to make; sustainability of materials used; impact of products beyond their intended purpose. Critically evaluate the quality of the design and quality of their products.
5	Carry our research to identify needs, wants and preferences. Indicate design features of their products that will appeal to intended users. Develop a simple design specification to guide their thinking. Share and clarify ideas through discussion; model ideas using prototypes. Make design decisions based on time, cost and resources constraints.	Confidently select equipment and components suitable for a task. Produce lists of tools, equipment and materials that they will need. Order the stages of the making process in logical steps. Use a range of materials and components eg. textiles, mechanical, construction kits, electrical and food ingredients. Accurately assembles, joins and combines most materials.	Identify the strengths and areas for development in their products. Evaluate their ideas and products against their original design. Consider cost, impact and innovative qualities of their product. Recognise inventors, designers, chefs, manufacturers and engineers who have been influential in DT industries.
4	Gather information about the needs and wants of people. Consider design features that appeal to the users. Develop their own design criteria and use this to inform their ideas. Share, explain and model their ideas.	Order the stages of making. Measure, cut and shape with accuracy. Apply several finishing techniques.	Investigate why materials were chosen, how it worked, whether the purpose was achieved. Refer to criteria as they make; use criteria to evaluate/improve product. Consider the views of others to improve their work.
3	Generate ideas focusing on the needs of the user. Develop own design criteria / describe the purpose of their product. Model their ideas/ prototypes. Use annotated diagrams / design packages to develop ideas.	Select tools and equipment suitable for a task; explain their choices. Use a wider range of materials and components. Measure, mark out, cut and join materials with increasing accuracy.	Investigate how well products have been designed and made (e.g. which materials and methods were successful). Recognise successful inventors, designers, chefs and engineers. Identify strengths & areas for development in their ideas / product. Start to consider the views of others.
2	Generates ideas by drawing on their own experiences / existing products. Develop and communicate ideas by talking and drawing. Describe what their products are for and how their products will work. Model ideas by exploring construction kits/components or with mock-ups.	Select from a range of tools / materials, and explain their choices. Measure, mark out, cut and shape a range of materials and components. Assemble, join and combine materials and components.	Explore what products are and what they are made from, who they are for, how they are used and where they might be used. Make simple judgements about their products and ideas. Talk about how to make their product better.
1	State what they are designing and making. Use knowledge to generate simple designs. Begin to develop and communicate ideas by talking and drawing.	Show some planning skills (e.g. by suggesting what to do next). Select from a range of materials and components. Follow simple procedures for safety / hygiene.	Talk about likes and dislikes. Begins to explore what products are for and how they are used. Thinks about how to make their products better.
FS	Explore a variety of materials, tools and techniques. Experiment with colour, design, texture, form and function. Develop their own ideas and decide which materials to use.	Use a range of small tools, including scissors. Safely use a variety of materials, tools and techniques. Develop their small motor skills so they can use a range of tools competently and confidently.	Share their creations, explaining the process they have used. Return to and build on their previous learning, refining ideas and developing their ability to represent them.