

# Design Technology Progression Grid



| DT   | Key Stage 1   | Key Stage 2  |
|--|---|--|
| Designing: Understanding contexts, users and purposes                | <p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</li> <li>state what products they are designing and making</li> <li>say whether their products are for themselves or other users</li> <li>describe what their products are for</li> <li>say how their products will work</li> <li>say how they will make their products suitable for their intended users</li> <li>use simple design criteria to help develop their ideas</li> </ul> | <p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>describe the purpose of their products</li> <li>indicate the design features of their products that will appeal to intended users</li> <li>explain how particular parts of their products work</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>gather information about the needs and wants of particular individuals and groups</li> <li>develop their own design criteria and use these to inform their ideas</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>identify the needs, wants, preferences and values of particular individuals and groups</li> <li>develop a simple design specification to guide their thinking</li> </ul>  |
| Designing: Generating, developing, modelling and communicating ideas | <p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> <li>generate ideas by drawing on their own experiences</li> <li>use knowledge of existing products to help come up with ideas</li> <li>develop and communicate ideas by talking and drawing</li> <li>model ideas by exploring materials, components and construction kits and by making templates and mockups</li> <li>use information and communication technology, where appropriate, to develop and communicate their ideas</li> </ul>   | <p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>share and clarify ideas through discussion</li> <li>model their ideas using prototypes and pattern pieces</li> <li>use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li> <li>use computer-aided design to develop and communicate their ideas</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>generate realistic ideas, focusing on the needs of the user</li> <li>make design decisions that take account of the availability of resources</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>generate innovative ideas, drawing on research</li> <li>make design decisions, taking account of constraints such as time, resources and cost</li> </ul>   |
| Making: Planning   | <p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> <li>plan by suggesting what to do next</li> <li>select from a range of tools and equipment, explaining their choices</li> <li>select from a range of materials and components according to their characteristics</li> </ul>   | <p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>select tools and equipment suitable for the task</li> <li>explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>select materials and components suitable for the task</li> <li>explain their choice of materials and components according to functional properties and aesthetic qualities</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>order the main stages of making</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>produce appropriate lists of tools, equipment and materials that they need</li> <li>formulate step-by-step plans as a guide to making</li> </ul>  |
| Making: Practical skills and techniques                              | <p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li> <li>measure, mark out, cut and shape materials and components</li> <li>assemble, join and combine materials and components</li> <li>use finishing techniques, including those from art and design</li> </ul>  | <p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>measure, mark out, cut and shape materials and components with some accuracy</li> <li>assemble, join and combine materials and components with some accuracy</li> <li>apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>accurately measure, mark out, cut and shape materials and components</li> <li>accurately assemble, join and combine materials and components</li> <li>accurately apply a range of finishing techniques, including those from art and design</li> <li>use techniques that involve a number of steps</li> <li>demonstrate resourcefulness when tackling practical problems</li> </ul> |
| Evaluating: Own ideas and products                                   | <p>Across KS1 pupils should:</p> <ul style="list-style-type: none"> <li>talk about their design ideas and what they are making</li> <li>make simple judgements about their products and ideas against design criteria</li> <li>suggest how their products could be improved</li> </ul>  | <p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>identify the strengths and areas for development in their ideas and products</li> <li>consider the views of others, including intended users, to improve their work</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>refer to their design criteria as they design and make</li> <li>use their design criteria to evaluate their completed products</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> <li>evaluate their ideas and products against their original design specification</li> </ul>   |

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|--|--|--|
| Evaluating: Existing products                                  | <p>Across KS1 pupils should explore:</p> <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>  | <p>Across KS2 pupils should investigate and analyse:</p> <ul style="list-style-type: none"> <li>• how well products have been designed</li> <li>• how well products have been made</li> <li>• why materials have been chosen</li> <li>• what methods of construction have been used</li> <li>• how well products work</li> <li>• how well products achieve their purposes</li> <li>• how well products meet user needs and wants</li> </ul> <p>In early KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> <li>• who designed and made the products</li> <li>• where products were designed and made</li> <li>• when products were designed and made</li> <li>• whether products can be recycled or reused</li> </ul> <p>In late KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> <li>• how much products cost to make</li> <li>• how innovative products are</li> <li>• how sustainable the materials in products are</li> <li>• what impact products have beyond their intended purpose</li> </ul>   |
| Evaluating: Key events and individuals                         | Not a requirement in KS1   | <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>• about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> </ul>   |
| Technical Knowledge: Making products work                      | <p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> <li>• about the simple working characteristics of materials and components</li> <li>• about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>• how freestanding structures can be made stronger, stiffer and more stable</li> <li>• that a 3-D textiles product can be assembled from two identical fabric shapes</li> <li>• that food ingredients should be combined according to their sensory characteristics</li> <li>• the correct technical vocabulary for the projects they are undertaking</li> </ul> | <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>• how to use learning from science to help design and make products that work</li> <li>• how to use learning from mathematics to help design and make products that work</li> <li>• that materials have both functional properties and aesthetic qualities</li> <li>• that materials can be combined and mixed to create more useful characteristics</li> <li>• that mechanical and electrical systems have an input, process and output</li> <li>• the correct technical vocabulary for the projects they are undertaking</li> </ul> <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>• how mechanical systems such as levers and linkages or pneumatic systems create movement</li> <li>• how simple electrical circuits and components can be used to create functional products</li> <li>• how to program a computer to control their products</li> <li>• how to make strong, stiff shell structures</li> <li>• that a single fabric shape can be used to make a 3D textiles product</li> <li>• that food ingredients can be fresh, pre-cooked and processed</li> </ul> <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>• how mechanical systems such as cams or pulleys or gears create movement</li> <li>• how more complex electrical circuits and components can be used to create functional products</li> <li>• how to program a computer to monitor changes in the environment and control their products</li> <li>• how to reinforce and strengthen a 3D framework</li> <li>• that a 3D textiles product can be made from a combination of fabric shapes</li> <li>• that a recipe can be adapted by adding or substituting one or more ingredients</li> </ul> |
| Cooking and nutrition: Where food comes from                   | <p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> <li>• that all food comes from plants or animals</li> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>  | <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>• that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> </ul> <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>• that seasons may affect the food available</li> <li>• how food is processed into ingredients that can be eaten or used in cooking</li> </ul>  |
| Cooking and nutrition: Food preparation, cooking and nutrition | <p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> <li>• how to name and sort foods into the five groups in The eatwell plate</li> <li>• that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>• how to use techniques such as cutting, peeling and grating</li> </ul>   | <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate</li> <li>• that to be active and healthy, food and drink are needed to provide energy for the body</li> </ul> <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>• that recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>• that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>  |