

## Design and Technology Progression Map

Key Area	EYFS	Y1	Y2	End of Key Stage expectation	Y3	Y4	Y5	Y6
<b>Design</b>	<p>Know that ideas are the 1<sup>st</sup> step in the making process.</p>	<p>Know that a plan/design draws together ideas to make a product</p> <p>Knows how to use simple research on similar products to gather ideas</p>	<p>Know that a plan/design can be created and adapted.</p> <p>Knows how to use research and knowledge of existing products to aid planning stage</p>	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Know that research can inform plans/design criteria which can be altered and improved for a range of purposes</p>	<p>Know that the outcome from a design will be affected by the designer's choice.</p>	<p>Know that design of a product can be revisited and re-shaped in stages and sections.</p> <p>Knows that (when appropriate) using the internet or questionnaires to gather information can improve design</p>	<p>Knows that purpose and audience subsequently shapes the design of a product.</p>
	<p>Know that a product can be made from a plan and begin to make a plan either through gestures, talking or drawing</p> <p>Knows how to select some appropriate materials and resources</p>	<p>Know that there are different ways of creating a design, and uses pictures and words to plan. Building models might also be used.</p>	<p>Knows the benefit of creating plans that show some chronological order of steps and selection of best materials and resources</p> <p>Know that some ways of developing, modelling and communicating ideas are more appropriate than others in the design process: uses pictures, models, diagrams, words or ICT to plan</p>	<p>Knows the importance of creating plans that show order of steps, equipment, materials and tools needed</p> <p>Knows how plans can benefit from detailed diagrams that include accurate labels and words and is beginning to use them</p>	<p>Knows how creating own design criteria can help show how a product will meet its purpose</p> <p>Knows how to produce plans that are realistic, show specific steps of making, includes annotated sketches</p> <p>Knows that computers can be used to aid planning and is maybe starting to be used for design</p>	<p>Knows the importance of planning at a level that shows realism in terms or materials, resources and time scale</p> <p>Knows the benefit of planning in a way that shows detailed annotated, labelled diagrams, from various angles (front, side, above, below etc)</p> <p>Knows the user's needs and integrates them well into the design, showing specific design features that enable a product to fulfil its purpose</p>	<p>Knows how to plan in a way that combines realistic aims within well-drawn annotated diagrams that takes into account of differing angles and logical progression of steps</p>	
	<p>Knows language of designing and making (join, build, shape, longer, shorter, heavier etc) and is starting to use it within discussion</p>	<p>Knows how being able to explain what a product is for and how it will work will improve a design plan</p>	<p>Knows how to explain how a product will work and how it will be suitable for the user plan</p> <p>Knows how to explain what is wanted to be done and how it may be done</p>	<p>Knows how to describe a product's purpose and explain how a product will work and meet the needs of a task or user</p>	<p>Knows how to talk through how a product's design will enable it to fulfil its purpose and explain what has been done to meet a user's need</p>			

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	<p>Knows what focussed practical tasks are and uses ones led by an adult before design stage to help decide what to do</p>	<p>Knows that focussed practical tasks are used to gain ideas and skills needed for task ahead. Knows how to start identifying learning from them individually</p>	<p>Knows from previous projects what focussed practical tasks might be useful before planning. Knows how to discuss findings in groups.</p>		<p>Knows how to identify the areas that need to the focus of FPT and can make some suggestions on what could be done and what could be found from them. Knows how to suggest what to do in terms of FTPs and what is hoping to be found</p>	<p>Knows increasingly well what focused practical tasks to do in order to give detailed information that informs design stage.</p>	<p>Knows how to conduct focussed practical tasks and can lead them with to gin clear intended outcomes Knows how to integrate FTP findings well within planning</p>	<p>Knows confidently what knowledge is needed to be gained from FTPs before commencing the planning stage. Knows how to conduct FTPs in a way that gather specific information that is used to inform planning and alter initial ideas</p>
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<b>Making</b>	Know primarily through their own experiences that tools and materials can be safely used to make things.	Know that there is a range of different tools and materials which can be used to create a product.	Know that some tools and materials are more useful than others when creating a product.	♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Know that the characteristics of tools and materials informs their use in the making process.	Know that the success of the making process is reliant on the accurate selection and use of appropriate tools and materials.	Know that a prototype is an experimental process and that preliminary versions can inform the final product.	Know that a prototype can be refined, is a key part of the making process and can be tested out on a wide range of users so that the final product is fit for purpose.
	Knows how to construct with purpose, using a variety of resources	Knows some understanding of what is needed to be done next	Knows how to make suggestions as to what to do next	♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Knows how to work through a plan in order	Knows how to work to a plan, but can start to see when changes to the plan need to be made	Knows the benefit of creating and following a step-by-step plan	Knows how to create a step-by-step plan that can be adapted as it is followed
	Knows how to select tools and techniques to shape, assemble and join	Knows which tools/equipment to use to cut, shape, join, finish and can explain choices	Knows how to join materials and components together in different ways		Knows how to assemble, join and combine materials and components with some accuracy	Knows how to assemble, join, combine materials and components with increasing accuracy	Knows how to assemble, join, combine materials and components accurately	Knows a range of techniques that allows assembly, joining, and combining of materials and applies them accurately
	Knows how to build/construct a wide range of objects	Knows how to measure, mark out, cut and shape, with support	Knows how to measure, mark out, cut and shape materials and components with increasing independence		Knows how to measure, mark out, cut and shape with increasing with increasing accuracy	Knows how to measure, mark out, cut and shape	Knows how to measure, mark out, cut and shape a range of materials accurately	Knows a range of techniques that enable accurate measuring, marking, cutting and shaping and applies them accurately
	Knows that different media can be combined for a purpose	Knows which materials are suitable for the task and can explain choices	Knows which tools to use and can explain what choices have been made		Knows some ways of knowing if a product will be of good quality and can apply advice in order to make alterations	Knows how to realise if a product is going to be of good quality and can adapt accordingly	Know if a product will appeal to the intended audience and adapt if necessary	Knows why a product will appeal and can explain what has been done to ensure this
	Knows how to make an activity safe and hygienic	Knows how to try to finish a product through techniques that make it look good	Knows which materials are suitable for a task based on their characteristics		Knows how to select appropriate materials that are fit for purpose	Knows how to select appropriate materials that are fit for purpose and can explain the choices that have been made	Knows how to select appropriate equipment and tools, as well as materials based on functionality	Knows how to select materials based on functionality and aesthetics
	Knows how to record experiences though the use of drawings, writing and voice	Knows how to work in safe and hygienic manner	Knows an increasing range of finishing techniques		Knows and applies a range of finishing techniques with some accuracy	Knows and applies a range of finishing techniques with accuracy	Knows which finishing techniques to use to finish off a product	Knows how to deal with practical problem during the making stage

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<b>Evaluating</b>	<p>Know that an evaluation is a judgement.</p> <p>Knows that a product can be adapted if necessary</p> <p>Know how to look back and consider the usefulness/similarities /difference of some tools / objects / materials for future knowledge</p> <p>Know how to make some comments on what went well</p> <p>Know how to talk about how things work</p> <p>Know how to describe textures</p>	<p>Know that a simple evaluation can be used to improve a product.</p> <p>Knows how to talk about work and link it to what was asked for</p> <p>Know how to identify what worked and what didn't in relation to a plan</p> <p>Know how to compare work with the work of others in order to gain knowledge for the future</p> <p>Know how to talk about what could make a product better</p>	<p>Know that in order to evaluate ideas and products a set of design criteria is needed.</p> <p>Know how to describe what went well, thinking about design criteria</p> <p>Know how to evaluate exist products and compare own work against it in terms of fulfilling purpose</p> <p>Know how to talk about how a process would be done differently if it were done again and make some explanation as to why</p>	<ul style="list-style-type: none"> <li>♣ explore and evaluate a range of existing products</li> <li>♣ evaluate their ideas and products against design criteria</li> </ul>	<p>Know that the purpose of evaluation is for reflection and to help inform any changes required to make a product more effective</p> <p>Know how I would change a design to make things better</p> <p>Know how to evaluate existing products, considering how well they are made, whether or not they work, how they have been made and how fit for purpose they are</p> <p>Know how, why, for whom and where products were made and designed</p> <p>Know about some inventors/ designers/engineers/chefs/ manufacturers of ground breaking products</p> <p>Know how to use design criteria to evaluate a finished product</p>	<p>Know that your own evaluation and the views of others can lead to modifications to the criteria and the creation of a new and improved design.</p> <p>Know how to explain how an original design could be made better</p> <p>Know how to research if products can be recycled or reused</p>	<p>Know that products have evolved over time as a result of constant evaluation and modification in line with the changing world</p> <p>Know how to test and evaluate a final product</p> <p>Know how to evaluate how much a product costs to make and how innovative they are</p> <p>Know about sustainable materials</p>	<p>Know that evaluation of past and present DT leads to an understanding about its impact on modern day life.</p> <p>Know how to test and evaluate a final product in a way that provides information as to how it to improve it and how different materials etc may have changed the outcome</p> <p>Know how to keep checking if design is best it can be</p>
<b>Cooking and Nutrition</b>	<p>Know that there are healthy and unhealthy foods.</p> <p>Know that there are lots of different foods.</p>	<p>Know that food can contribute towards a healthy diet.</p> <p>Know that food comes from different sources.</p>	<p>Know that food choices have an impact on health.</p> <p>Know that some food sources are more readily available in different countries and different climates.</p>	<ul style="list-style-type: none"> <li>•Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>•Understand where food comes from.</li> </ul>	<p>Know that food can be classified into groups and that each group can contribute towards a balanced diet.</p> <p>Know that food has a limited lifespan without intervention and that there are methods which can prolong and preserve food.</p>	<p>Know that your own food choices have a direct impact on your own health.</p> <p>Know that there are a range of techniques that can be used in preparing and cooking different types of food.</p>	<p>Know that it can be a challenge to apply knowledge of a healthy diet where for a number of factors, food or a range of food is limited.</p> <p>Know that there are different processes that food goes through to get to the final product and that there are complexities which impact on the distribution of this food.</p>	<p>Know that globally health can be adversely impacted when food choices are limited due to environmental and social circumstances beyond an individual's control.</p> <p>Know that not all countries have the necessary infrastructure to support food processes and distribution and that this impacts on the ability to make food choices.</p>