



Design & Technology: Whole-School Curriculum Progression Map



	EYFS	KS1		KS2				
	EYFS Also see table below	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
COOKING & NUTRITION	I can make healthy choices about food, drink, activity and toothbrushing.	I can talk about what I eat at home and begin to discuss what healthy foods are	I can understand the need for a variety of food in a diet	I can talk about the different food groups and name food from each group	I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active	I can understand the main food groups and the different nutrients that are important for health	I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet	I can design cooking and nutrition projects for people with different diets, including those dictated by medical need e.g. diabetic, Chrons disease, allergies.
	I will develop my small motor skills so I can use a range of tools competently, safely and confidently including scissors, knives, forks and spoons.	I can say where some food comes from and give examples of food that is grown	I can understand that all food has to be farmed, grown or caught	I can understand that food has to be grown, farmed or caught in Europe and the wider world	I can understand seasonality and the advantages of eating seasonal and locally produced food	I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat	I can use information on food labels to inform choice	I can plan meals which involve seasonal foods.
	I know and talk about healthy eating supporting my overall health and wellbeing.	I can use simple tools with help to prepare food safely	I can use a wider range of cookery techniques to prepare food safely	I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely	I can read and follow recipes which involve several processes, skills and techniques	I can select appropriate ingredients and use a wide range of techniques to combine them	I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills	I can discuss and evaluate the pros/cons of ingredients which are low/medium/highly processed.

Designing	I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.	Begin to draw on their own experience to help generate ideas and research conducted on criteria.	Start to generate ideas by drawing on their own and other people's experiences.	With growing confidence generate ideas for an item, considering its purpose and the user/s.	Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.	Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.	I can identify a need for a product and the person who would need it e.g. designing a product to help someone differently abled.
	I will try to learn new vocabulary and use it in discussion and explanations.	Begin to understand the development of existing products: What they are for, how they work, materials used.	Begin to develop their design ideas through discussion, observation, drawing and modelling.	Start to order the main stages of making a product.	Confidently make labelled drawings from different views showing specific features.			I can explain and justify my design decisions based on a more complex design criteria.
	I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Start to suggest ideas and explain what they are going to do.	Identify a purpose for what they intend to design and make.	Identify a purpose and establish criteria for a successful product.	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.	Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.	I can present my ideas in a range of ways including exploded diagrams, sketches, video presentations.
	I can talk about what I see, using a wide vocabulary.	Understand how to identify a target group for what they intend to design and make based on a design criteria.	Understand how to identify a target group for what they intend to design and make based on a design criteria.	Understand how well products have been designed, made, what materials have been used and the construction technique.	Identify the strengths and areas for development in their ideas and products.	With growing confidence apply a range of finishing techniques, including those from art and design.	Accurately apply a range of finishing techniques, including those from art and design.	I can generate my own design specification and plot out the steps I need to take to complete the end product.
		Develop their ideas through talk and drawings and label parts.	Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.	Start to understand whether products can be recycled or reused.	When planning consider the views of others, including intended users, to improve their work.	Draw up a specification for their design- link with Mathematics and Science	Draw up a specification for their design- link with Mathematics and Science	
		Make templates and mock ups of their ideas in card and paper or using ICT.	Make templates and mock ups of their ideas in card and paper or using ICT.		Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground -breaking products.	Use results of investigations, information sources, including ICT when developing design ideas.	Plan the order of their work, choosing appropriate materials, tools and techniques.	

					<p>When planning explain their choice of materials and components according to function and aesthetic.</p>	<p>With growing confidence select appropriate materials, tools and techniques.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>	<p>Suggest alternative methods of making if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>	
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Making	I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.	Begin to make their design using appropriate techniques.	Begin to select tools and materials; use correct vocabulary to name and describe them.	Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.	Select a wider range of tools and techniques for making their product safely.	Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.	Confidently select appropriate tools, materials, components and techniques and use them.	I can safely use a range of tools when making a prototype or product.
	I choose the right resources to carry out my own plan.	Begin to build structures, exploring how they can be made stronger, stiffer and more stable.	Build structures, exploring how they can be made stronger, stiffer and more stable.		Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Use tools safely and accurately.	I can foresee potential safety dangers through risk assessing and will act to minimise risk.
	I can show resilience and perseverance in the face of challenge.	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately.	Explain their choice of tools and equipment in relation to the skills and techniques they will be using.	Start to join and combine materials and components accurately in temporary and permanent ways.		Assemble components to make working models.	I will incorporate many elements to my design and production
	I can use one-handed tools and equipment, for example, making snips in paper with scissors.	With help measure, mark out, cut and shape a range of materials.	Start to assemble, join and combine materials in order to make a product.	Start to understand that mechanical and electrical systems have an input, process and output.	Know how mechanical systems such as cams or pulleys or gears create movement.	Understand how mechanical systems such as cams or pulleys or gears create movement.	Aim to make and to achieve a quality product.	My products are finished to a high standard; polished, functional and appealing.
	I can explore how things work.	Explore using tools e.g. scissors and a hole punch safely.	Demonstrate how to cut, shape and join fabric to make a simple product.		Understand how more complex electrical circuits and components can be used to create functional products.	Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.	With confidence pin, sew and stitch materials together to create a product.	
	I can explore and talk about different forces I can feel.	Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.	Use basic sewing techniques.	Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.	Continue to learn how to program a computer to monitor changes in the environment and control their products.		Demonstrate when to make modifications as they go along.	
			Start to choose and use appropriate finishing techniques based on own ideas.				Construct products using permanent joining techniques. Understand how mechanical systems such as cams or pulleys or gears create movement.	

		<p>Begin to use simple finishing techniques to improve the appearance of their product.</p>		<p>Know how simple electrical circuits and components can be used to create functional products.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Start to work safely and accurately with a range of simple tools.</p> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Understand how to reinforce and strengthen a 3D framework.</p> <p>Now sew using a range of different stitches, to weave and knit.</p> <p>Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>Understand that mechanical and electrical systems have an input, process and output.</p> <p>Begin to measure and mark out more accurately.</p> <p>Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</p> <p>Weigh and measure accurately (time, dry ingredients, liquids).</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p>Know how to reinforce and strengthen a 3D framework.</p> <p>Understand that mechanical and electrical systems have an input, process and output.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	
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EVALUATING	I can talk about the differences between materials and changes I have noticed.	Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).	Evaluate their work against their design criteria.	Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose	Evaluate their products carrying out appropriate tests.	Start to evaluate a product against the original design specification and by carrying out tests.	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.	I have a clear idea of how to develop and improve my own and others' work (including existing products and designs).
	I can return to and build on previous learning, refining ideas and developing my ability to represent them.	When looking at existing products explain what they like and dislike about products and why.	Look at a range of existing products explain what they like and dislike about products and why.	Begin to disassemble and evaluate familiar products and consider the views of others to improve them.	Start to evaluate their work both during and at the end of the assignment.	Evaluate their work both during and at the end of the assignment.	Evaluate their work both during and at the end of the assignment.	
	I can create collaboratively, sharing ideas, resources and skills.	Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluate the key designs of individuals in design and technology has helped shape the world.	Be able to disassemble and evaluate familiar products and consider the views of others to improve them.	Begin to evaluate it personally and seek evaluation from others.	Record their evaluations using drawings with labels.	
			With confidence talk about their ideas, saying what they like and dislike about them		Evaluate the key designs of individuals in design and technology has helped shape the world.	Evaluate the key designs of individuals in design and technology has helped shape the world.	Evaluate against their original criteria and suggest ways that their product could be improved.	I can review, analyse and evaluate my own and others' designs and products, making suggestions to improve the function and features in addition to the design criteria.
							Evaluate the key designs of individuals in design and technology has helped shape the world.	

