

Design and Technology Progression Statements

| KS1 | Lower KS2 | Upper KS2 |
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| <u>Design</u> | <u>Design</u> | <u>Design</u> |
| Can design products that have a purpose and explain how they will look. | Can design innovative and appealing products that have a clear purpose and explain how particular parts of their products work. | Can design products that have a clear purpose and indicate certain design features and explain how particular parts of their products work. |
| Can draw simple annotated diagrams. | Can use annotated sketches and cross-sectional drawings to develop and communicate their ideas. | Can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. |
| | Can when planning, start to explain their choice of materials and components. | Can consider the availability and costings of resources when planning out designs. |
| <u>Make</u> | <u>Make</u> | <u>Make</u> |
| Can begin to select from and learn to use a range of hand tools and equipment, safely and appropriately. | Can with growing confidence, carefully select from and learn to use, a range of tools and equipment, explaining their choices. | Can with growing confidence, carefully select from and learn to use, a wide range of tools and equipment, explaining their choices. |
| Can cut, shape, score, assemble and join materials with some accuracy. | Can cut, shape, score, assemble, join and combine materials with some degree of accuracy. | Can cut, shape, score, assemble, join and combine a range of materials with precision and accuracy. |
| Can use a basic running stitch. | Can join textiles with an appropriate sewing technique. | Can join textiles using a greater variety of stitches, such as backstitch and blanket stitch. |
| <u>Evaluate</u> | <u>Evaluate</u> | <u>Evaluate</u> |
| Can as they work, start to identify strengths and possible changes they might make to refine their existing design. | Can consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others, if this helps to improve their product. | Can critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make. |
| Can evaluate their products and ideas against their simple design criteria and begin to understand that the refining process can involve repeating stages of their process. | Can evaluate their product against their original design criteria and begin to recognise where changes could have been made. | Can evaluate their ideas and products against the original design criteria, making changes as needed. |

| <u>Technical Knowledge</u> | <u>Technical Knowledge</u> | <u>Technical Knowledge</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Can build simple structures, exploring how they can be made stronger, stiffer and more stable. | Can apply their understanding of how to strengthen, stiffen and reinforce more complex structures. | Can apply their understanding of how to strengthen, stiffen and reinforce more complex structures. |
| Can explore and create products using mechanisms, such as levers, sliders and wheels. | Can explain how mechanical systems such as levers and linkages create movement. | Can explain how mechanical systems, such as cams, create movement and use mechanical systems in their products. |
| | Can understand and demonstrate how mechanical and electrical systems have an input and output process. | Can understand and demonstrate that mechanical and electrical systems have an input, process and output. |
| <u>Cooking and Nutrition</u> | <u>Cooking and Nutrition</u> | <u>Cooking and Nutrition</u> |
| Can explain where in the world different foods originate from, understands that all food comes from either plants or animals and has to be farmed, grown or caught. | Can start to know when, where and how food is grown in the UK, Europe and wider world. | Can know, explain and give examples of food that is grown, reared (such as cattle) and caught (such as fish) in the UK, Europe and the wider world. |
| Can name and sort foods into the five groups in the Eatwell Guide and understand that everyone should eat at least five portions of fruit and veg every day and start to explain why. | Can explain that a healthy diet is made up of a variety and balance of different food and drink, (Eatwell Guide) and understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body. | Can explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes. |
| | Can start to independently follow a recipe, measuring and weighing ingredients to the nearest gram and millilitre. | Can independently follow a recipe, measuring ingredients accurately and calculating ratios to scale up or down for a recipe. |