



**DT Progression Map**

<p><b>Essential knowledge for designers:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of processes, material, tools and techniques.</li> <li>• Knowledge of designers and makers.</li> <li>• Knowledge of health and safety.</li> </ul>	<p><b>Essential skills for designers:</b></p> <ul style="list-style-type: none"> <li>• The ability to carry out thorough research to design for purpose.</li> <li>• The ability to produce innovative ideas and create products.</li> <li>• The ability to critically evaluate own work and that of others.</li> </ul>
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*The teaching of DT should inspire our children to take creative risks to design and produce original products.*

	<u>EYFS</u>	<u>Key Stage 1</u>	<u>Lower Key Stage 2</u>	<u>Upper Key Stage 2</u>
<b>Design</b>	<ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and speak about a design based on a brief.</li> <li>• Create a purposeful, functional and appealing design of a product.</li> <li>• Cater a design towards a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Use research to develop a design.</li> <li>• Design a product which is appealing, fit for purpose and fully functional.</li> <li>• Develop design techniques e.g. sketch and label a design.</li> </ul>	<ul style="list-style-type: none"> <li>• Use detailed research and understanding to develop an intricate design.</li> <li>• Design a range of product solutions to solve a problem, which are appealing, fit for purpose and fully functional.</li> <li>• Develop design techniques e.g. draw a cross-sectional, annotated diagram of the product.</li> <li>• Use a computer-aided design or link to STEM learning.</li> </ul>
<b>Key Vocab</b>	Purpose- why? Audience- who? Design, plan, draw.	Design, research, purpose, function, audience, draw.	Design, research, purpose, function, audience, appealing, sketch, label.	Design, research, purpose, function, audience, appealing, sketch, label, annotate, cross-section, computer-aided, STEM, mathematics.
<b>Make</b>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate materials to perform practical tasks.</li> <li>• Follow the design and choose appropriate materials and tools from a selection of components i.e. textiles, food ingredients, moving parts etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the design and use appropriate materials and tools to bring it to life.</li> <li>• Manipulate materials accurately to perform practical tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the design and make an informed choice about the resources to use to match the purpose of the product.</li> <li>• Manipulate materials and tools accurately to perform practical tasks.</li> </ul>
<b>Key Vocab</b>	Materials, tools, cut, stick, bend, clip, fold, tie, colour, build, shape	Material, tools, cut, stick, bend, clip, fold, tie, attach, join, colour, finish, product, shape, build, design,	Material, tools, cut, stick, attach, join, colour, finish, product, shape, build, design, component, textile, manipulate.	Material, tools, cut, stick, attach, join, colour, finish, product, shape, build, design, component, textile, manipulate, resources, choice.
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate existing products before design and discuss pros and cons.</li> <li>• Evaluate own product after completion against the given design criteria.</li> <li>• Suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and analyse existing products and consider improvements.</li> <li>• Evaluate own products suggest improvements against their own design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and critically analyse existing products and the effect they have.</li> <li>• Evaluate own products as well as each other's and suggest improvements.</li> </ul>

<b>Key Vocab</b>	Evaluate- Like? Dislike? Change?#.	Evaluate, design, if would be better if....., improve	Evaluate, design, if would be better if....., improve, analyse	Evaluate, design, if would be better if....., improve, suggest, peer assess, analyse.
<b>Designers</b>	Antoni Gaudi – Barcelona, La Sagrada Familia Norman Foster – London, Gherkin building Renzo Piano – London, the Shard Victorian architecture – Houses of parliament, Royal Albert Hall Mughal emperor – Taj Mahal Bernard Wex – Humber Bridge William Paterson and Oscar Carl Kerrison – Anderson shelters (WW2)			