St Augustine's Catholic Primary School and Nursery

DT Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.	Develop and communicate ideas through drawings and mock-ups. Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.	Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.	Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Make design decisions that take account of the availability of resources.	Carry out research using surveys, interviews, questionnaires and web based resources Identify the needs, wants, preferences and values of particular individuals and groups Generate innovative ideas, drawing on research.	Carry out research, using surveys, interviews, questionnaires and web based resources Identify the needs, wants, preferences and values of particular individuals and groups Develop a simple design specification to guide their thinking Generate innovative ideas, drawing on research Make design decisions, taking account of constraints such as time, resources and cost
Make	Plan by suggesting what to do next. Select and use appropriate tools, explaining their choices. Use simple finishing techniques suitable for the product they are creating.	Plan by suggesting what to do next. Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components Assemble, join and combine materials and	Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to	Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to	Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Produce appropriate lists of	Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities.

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		components.	functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating.	functional properties and aesthetic qualities.	tools, equipment and materials that they need	Formulate step-by-step plans as a guide to making. Use techniques that involve a number of steps.
Evaluate	Evaluate ideas and finished products against design criteria, including intended user and purpose.	Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved.	Test and evaluate their own products against design criteria and the intended user and purpose. Refer to their design criteria as they design and make. Use their design criteria to evaluate their completed products.	Test and evaluate their own products against design criteria and the intended user and purpose. Refer to their design criteria as they design and make. Use their design criteria to evaluate their completed products.	Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work. Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.	Identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work. Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. Evaluate their ideas and products against their original design specification.
Technical Knowledge and Understanding	How freestanding structures can be made stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.	Know about the simple working characteristics of materials and components. Know about the movement of simple mechanisms such as levers, sliders, wheels and axles.	Know how to use learning from science to help design and make products that work. Know that materials have both functional properties and aesthetic	Know how to use learning from mathematics to help design and make products that work. Know that materials have both functional properties and aesthetic	Know how more complex electrical circuits and components can be used to create functional products. Know that a recipe can be adapted by adding or substituting one or more	Know how mechanical systems such as cams or pulleys or gears create movement. Know how to reinforce and strengthen a 3D

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		Know and use technical vocabulary relevant to the project.	qualities. Know the correct technical vocabulary for the projects they are undertaking.	qualities. Know that mechanical and electrical systems have an input, process and output. Know the correct technical vocabulary for the projects they are undertaking.	ingredients. Know the correct technical vocabulary for the projects they are undertaking.	framework. Know that a 3D textiles product can be made from a combination of fabric shapes. Know that a recipe can be adapted by adding or substituting one or more ingredients. Know the correct technical vocabulary for the projects they are undertaking.