



Progression in DT: _____

| Skill | Key Stage 1 | | | Key Stage 2 | | |
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| | Developing | Secure | Exceeding | Developing | Secure | Exceeding |
| To design products. | I can talk about what I will do before I make a product. | I can design a product for myself and others, based on a set of criteria. | I can design a product for myself and others that clearly fits all of the design criteria given. | I can research existing products and create my own design criteria. | I can use research of products and audiences to develop a clear set of design criteria. | I can use research to generate a clear and comprehensive set of design criteria, taking in the needs of my audience and balancing aesthetics and functionality. |
| | I can make a drawing of my product and talk about the different features. | I can produce a number of designs, in a number of ways and explain why I have chosen one various design features over others. | I can choose how to design my product and make choices about which design features to include, based on logical thought and my technical knowledge. | I can design a product which fits some of my design criteria. | I can make a number of designs in a variety of ways, which fit my design criteria. I can explain my final choices. | I can produce a number of designs that clearly fit my criteria, in a number of ways. I can weigh up the pros and cons of each and use this to make a final choice. |
| To make products. | I can use different equipment to perform practical tasks. | I can use a range of equipment with increasing skill. | I can use the skills I have been taught to a high level. I can use the skills I have been taught in innovative ways. | I can use a wide range of tools and equipment to perform practical tasks. | I can use a wide range of tools and equipment in a variety of ways. | I can use the skills I have been taught to use the tools and equipment in creative ways. I can use a wide range of equipment with high levels of skill. |

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| | I can choose which materials I want to use in my products. | I can use what I know about different materials to make decisions about which ones to use. I can use a wide range of materials in my products. | I can make decisions about which materials to use, based on my knowledge of them. I can use a wide range of materials with increasing skill. | I can choose which materials I would like to use, based on a wide range. | I can choose which materials to use, based on my knowledge of their functional properties and aesthetic qualities. | I can make careful decisions about which materials to use, based on my knowledge of them and how I can use them to meet my design criteria. |
| To evaluate products. | I can say what I like and don't like about existing products. | I can say what myself and others might like and dislike about products. | I can say why a product is successful by thinking about the purpose of it. | I can analyse a range of products and say what I like and dislike. | I can analyse a range of products and say why others may like/dislike them. | I can analyse a range of products and suggest ways they could be improved. |
| | | | | I know some of the key events/individuals who have helped shape the DT world. | I know why key events/individuals have shaped the DT world. | I can say why key events/individuals have shaped the DT world and referring to what was happening in the rest of the world at that time. |
| | I can say what I like and dislike about my own products and designs. | I can say why my product fits the design criteria. | I can explain which parts of my product fit the design criteria and how I could improve some elements. | Using my design criteria, I can say what worked well in my products and what I would improve. | Using my design criteria and the views of others, I can say what worked well in my products and what I would improve. | Based on a number of people's views, I can suggest ways to improve my product that would satisfy all of them. |
| To develop technical knowledge of DT. | I can build structures. | I can build structures and investigate how to make them stronger, stiffer and more stable. | I can build structures and think of different ways to make them stronger, stiffer or more stable, and then choose the best one. | I can use my understanding of structures to strengthen, stiffen and reinforce. | I can use my understanding of structures to strengthen, stiffen and reinforce more complex structures. | I can consider a number of viable options and use my understanding of structures to select the best one. |
| | | | | I can investigate mechanical systems, e.g. gears, pulleys, cams. | I understand the effect of mechanical systems and can use them in my products. | I can choose the best mechanical system to achieve the effect that I want in my products. |

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| | I can explore mechanisms, e.g. levers, sliders, wheels etc. | I can explore and use mechanisms in my products. | I can choose which mechanisms to use in my products, based on my knowledge of the effects they have. | I can investigate electrical systems and their effects. | I understand and can use electrical systems in my products. | I understand and can use more complex electrical systems. |
| | | | | I can investigate how to use computers to program and monitor products. | I can apply my understanding of computing to program, monitor and control my products. | I can apply my understanding of computing to program, monitor and control my products, using more complex systems. |
| To cook and apply the principles of nutrition and healthy eating. | With support, I can prepare simple, healthy dishes. | I can use the basic principles of a healthy and varied diet to prepare dishes. | I can use the basic principles of a healthy and varied diet to prepare a variety of dishes. | I understand which food groups we need more/less of and can make choices based on this. | I understand and can apply the principles of a varied and healthy diet. | I understand and can apply the principles of a varied and healthy diet, in a range of situations. |
| | I know my food comes from crops or animals. | I know where my food comes from and can sort products into the correct categories. | I know where less obvious food types originate (e.g. pasta, bread) | I can prepare and cook some savoury dishes using different cooking techniques. | I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. | I can prepare and cook more complex savoury dishes, using a wide range of cooking techniques. |

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| | | | | I which foods grow in our area during which seasons. | I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | I understand seasonality and know techniques producers use to meet consumer demands all year round. |
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