

# Progression ladder-Design and Technology English Martyrs

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|                     | EYFS                                                                                                                                                                                                                                                                                              | KS1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Lower KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Upper KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| National Curriculum |                                                                                                                                                                                                                                                                                                   | <b>Key stage 1 Pupils should:</b><br>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.<br><u>Design</u><br>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Key stage 2 Pupils should:</b><br>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:<br><u>Design</u><br>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Research and Design | <ul style="list-style-type: none"><li>I can talk about products already made and what I like/dislike about a product</li><li>I can think carefully about the colour and shape appropriate for a task.</li><li>I can begin to draw simple designs of products they would like to create.</li></ul> | <ul style="list-style-type: none"><li>I can have my own ideas to explain what I want to do</li><li>I can explain what my product is for, and how it will work</li><li>I can use pictures and words to plan, begin to use models</li><li>I can design a product for myself following design criteria</li><li>I can research similar existing products</li></ul>                                                                                                                                                                                     | <ul style="list-style-type: none"><li>I can have my own ideas and plan what to do next</li><li>I can explain what I want to do and describe how I may do it</li><li>I can explain the purpose of product, how it will work and how it will be suitable for the user</li><li>I can describe design using pictures, words, models, and diagrams</li><li>I can begin to use ICT to design products for myself and others following design criteria</li><li>I can choose the best tools and materials, and explain choices</li><li>I can use knowledge of existing products to produce ideas</li></ul> | <ul style="list-style-type: none"><li>I can show how a design meets a range of requirements</li><li>I can describe the purpose of product follow a given design criteria</li><li>I can have at least one idea about how to create product</li><li>I can create a plan which shows order, equipment and tools</li><li>I can describe design using an accurately labelled sketch and words</li><li>I can make design decisions and explain how product will work</li><li>I can make a prototype and begin to use computers to show design</li></ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>I can use research for design ideas</li><li>I can show design meets a range of requirements and is fit for purpose</li><li>I can begin to create own design criteria</li><li>I can have at least one idea about how to create product and suggest improvements for design.</li><li>I can produce a plan and explain it to others</li><li>I can include an annotated sketch</li><li>I can make and explain design decisions considering availability of resources</li><li>I can explain how product will work</li><li>I can make a prototype begin to use computers to show design.</li></ul> | <ul style="list-style-type: none"><li>I can use internet and questionnaires for research and design ideas</li><li>I can take a user’s view into account when designing</li><li>I can begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose</li><li>I can create own design criteria and have a range of ideas</li><li>I can produce a logical, realistic plan and explain it to others.</li><li>I can use cross-sectional planning and annotated sketches</li><li>I can make design decisions considering time and resources.</li><li>I can clearly explain how parts of product will work.</li><li>I can model and refine design ideas by making prototypes and using pattern pieces.</li></ul> | <ul style="list-style-type: none"><li>I can draw on market research to inform design</li><li>I can use research of user’s individual needs, wants, requirements for design</li><li>I can identify features of design that will appeal to the intended user</li><li>I can create own design criteria and specification</li><li>I can come up with innovative design ideas</li><li>I can follow and refine a logical plan.</li><li>I can use annotated sketches, cross-sectional planning and exploded diagrams</li><li>I can make design decisions, considering, resources and cost</li><li>I can clearly explain how parts of design will work, and how they are fit for purpose</li><li>I can independently model and refine design ideas by making</li><li>I can use prototypes to use computer-aided designs</li></ul> |
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| National Curriculum |                                                                                                                                                                                                                                                                                                   | <b>Key stage 1 Pupils should:</b><br>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.<br><u>Make</u><br>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Key stage 2 Pupils should:</b><br>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:<br><u>Make</u><br>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Make                | <ul style="list-style-type: none"><li>I can begin to talk about what we are making and the plans</li><li>With support, I can select tools needed to cut/join/draw</li></ul>                                                                                                                       | <ul style="list-style-type: none"><li>I can explain what I’m making and why</li><li>I can select tools/equipment to cut, shape, join, finish and explain choices</li><li>I can measure, mark out, cut and shape, with support</li></ul>                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>I can explain what I am making and why it fits the purpose</li><li>I can make suggestions as to what I need to do next.</li><li>I can join materials/components together in different ways</li></ul>                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>I can select suitable tools/equipment, explain choices; begin to use them accurately</li><li>I can select appropriate materials, fit for purpose.</li><li>I can work through plan in order</li><li>I can begin to measure, mark out, cut and shape</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>I can select suitable tools and equipment</li><li>I can explain choices in relation to required techniques and use accurately</li><li>I can select appropriate materials, fit for purpose; explain choices</li><li>I can work through plan in order.</li></ul>                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>I can use selected tools/equipment with good level of precision</li><li>I can produce suitable lists of tools, equipment/materials needed</li><li>I can select appropriate materials, fit for purpose; explain choices, considering functionality create and follow detailed step-by-step plan</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>I can use selected tools/equipment with good level of precision</li><li>I can produce suitable lists of tools, equipment/materials needed</li><li>create and follow detailed step-by-step plan</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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## Progression ladder-Design and Technology English Martyrs

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|                     | <ul style="list-style-type: none"><li>With support, I can think about how to work safely when making a product</li><li>I can talk about what is working/ is not working and why</li></ul>                                     | <ul style="list-style-type: none"><li>I can choose suitable materials and explain choices</li><li>I can work in a safe and hygienic manner</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>I can measure, mark out, cut and shape materials and components, with support.</li><li>I can describe which tools I'm using and why</li><li>I can choose suitable materials and explain choices depending on characteristics.</li><li>I can use finishing techniques to make products look good</li><li>I can work safely and hygienically</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>materials/components with some accuracy</li><li>I can begin to assemble, join and combine materials and components with some accuracy</li><li>I can begin to apply a range of finishing techniques with some accuracy</li></ul>                                                                                                                                                                  | <ul style="list-style-type: none"><li>I can realise if product is going to be good quality</li><li>I can measure, mark out, cut and shape materials/components with some accuracy</li><li>I can assemble, join and combine materials and components with some accuracy</li><li>I can apply a range of finishing techniques with some accuracy</li></ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>With accuracy, I can measure, mark out, cut and shapes materials/components</li><li>With accuracy, I can assemble, join and combine materials/components</li><li>With accuracy, I can accurately apply a range of finishing techniques</li></ul>                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>I can explain how product will appeal to an audience</li><li>With accuracy, I can measure, mark out, cut and shapes materials/components</li><li>With accuracy, I can assemble, join and combine materials/components</li><li>With accuracy, I can accurately apply a range of finishing techniques</li><li>I can use techniques that involve a small number of steps</li></ul>                                                                                                                                                                                                                              |
| National Curriculum | EYFS                                                                                                                                                                                                                          | KS1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Lower KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Upper KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                     |                                                                                                                                                                                                                               | <b>Key stage 1 Pupils should:</b><br>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.<br><u>Evaluate</u><br>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria Technical knowledge. Build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | <b>Key stage 2 Pupils should:</b><br>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:<br><u>Evaluate</u><br>Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world Technical knowledge. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products. |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Evaluate            | <ul style="list-style-type: none"><li>I can talk about how I made my product.</li><li>I can tell someone what I liked about my product.</li><li>I can talk about what I might change to make my product even better</li></ul> | <ul style="list-style-type: none"><li>I can talk about my work, linking it to what I was asked to do</li><li>I can talk about existing products considering: use, materials, how they work, audience, where they might be used</li><li>I can talk about existing products, and say what is and isn't good</li><li>I can talk about things that other people have made</li><li>I can begin to talk about what could make product better</li></ul>                                                                                                                          | <ul style="list-style-type: none"><li>I can describe what went well, thinking about the design criteria</li><li>I can talk about existing products considering: use, materials, how they work, audience and where they might be used</li><li>I can evaluate how good existing products are</li><li>I can talk about what I would do differently if I were to do it again and why</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>I can use design criteria to evaluate finished product and say what I would change to make design better</li><li>I can begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose</li><li>I can learn about an inventors/designer/ engineer/chef/manufacturers of ground-breaking products</li></ul> | <ul style="list-style-type: none"><li>I can use criteria to evaluate product to begin to explain how I could improve original design</li><li>I can begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose</li><li>I can begin to understand by whom, when and where products were designed</li><li>I can learn about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products</li><li>I can research whether products can be recycled or reused</li></ul> | <ul style="list-style-type: none"><li>I can evaluate ideas and finished product against specification, considering purpose and appearance.</li><li>I can test and evaluate final product</li><li>I can evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</li><li>I can research how sustainable materials are</li><li>I can learn about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products</li></ul> | <ul style="list-style-type: none"><li>I can evaluate ideas and finished product against specification, considering purpose and appearance.</li><li>I can test and evaluate final product; explaining what would improve it and the effect different resources may have had</li><li>I can evaluate how much products cost to make and how innovative they are</li><li>I can research and discuss how sustainable materials are</li><li>I can consider the impact of products beyond their intended purpose</li><li>I can learn about and discuss some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products</li></ul> |
|                     |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**Progression ladder-Design and Technology English Martyrs**