

	KS1		Lower KS2		Upper KS2	
Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designing	Understanding contexts, users and purposes: <ul style="list-style-type: none"> • Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users. • Use simple design criteria to help develop their ideas. Generating, developing, modelling and communicating idea: <ul style="list-style-type: none"> • Generate ideas by drawing on their own experiences. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. • Use information and communication technology, where appropriate, to develop and communicate their ideas. 		Understanding contexts, users and purposes: <ul style="list-style-type: none"> • Work within a wider range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. • Gather information about the needs and wants of particular individuals and groups. • Develop their own design criteria and use these to inform their ideas. Generating, developing, modelling and communicating idea: <ul style="list-style-type: none"> • Share and clarify ideas through discussion. • If appropriate, model their ideas using prototypes and pattern pieces. • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. • Use computer-aided design to develop and communicate their ideas. • Generate realistic ideas, focusing on the needs of the user'. • Make design decisions that take account of the availability of resources. 		Understanding contexts, users and purposes: <ul style="list-style-type: none"> • Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. • Describe the purpose of their products and how they link to the design brief. • Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. • 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. Generating, developing, modelling and communicating idea: <ul style="list-style-type: none"> • Confidently share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. • Use computer-aided design to develop and communicate their ideas. • Generate innovative ideas, drawing on research. • Make design decisions, taking account of constraints such as time, resources and cost. 	
Making	Planning: <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. Practical skills and techniques: <ul style="list-style-type: none"> • Follow procedures for safety and hygiene. • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. • Use finishing techniques, including those from art and design. 		Planning: <ul style="list-style-type: none"> • Begins to select tools and equipment suitable for the task. • Explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Begins to select materials and components suitable for the task. • Explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. Practical skills and techniques: <ul style="list-style-type: none"> • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. 		Planning: <ul style="list-style-type: none"> • Select tools and equipment suitable for the task. • Explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Explain their choice of materials and components according to functional properties and aesthetic qualities. • Produce appropriate lists of tools, equipment and materials that they need. • Formulate step-by-step plans as a guide to making. Practical skills and techniques: <ul style="list-style-type: none"> • Follow procedures for safety and hygiene. • Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. • Accurately apply a range of finishing techniques, including those from art and design. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problems. 	
Evaluating	Own ideas and products: <ul style="list-style-type: none"> • 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. Explore existing products and consider: <ul style="list-style-type: none"> • What products are • Who products are for • What products are for • How products work • How products are used • Where products might be used • What materials products are made from • What they like and dislike about products Key events and individuals: Projects may be linked to other topics and holidays celebrations, but it not a requirement.		Own ideas and products: <ul style="list-style-type: none"> • Begin to identify the strengths and areas for development in their ideas and products. • Begin to consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make their product. • Use their design criteria to evaluate their completed products. Explore existing products and consider: <ul style="list-style-type: none"> • How well products have been designed • How well products have been made • Why materials have been chosen • What methods of construction have been used • How well products work • How well products achieve their purposes • How well products meet user needs and wants In early KS2 pupils should also investigate and analyse: <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made • whether products can be recycled or reused Key events and individuals: Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. These may be linked to topics on curriculum maps.		Own ideas and products: <ul style="list-style-type: none"> • 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. Explore existing products and consider: <ul style="list-style-type: none"> • How well products have been designed • How well products have been made • Why materials have been chosen • What methods of construction have been used • How well products work • How well products achieve their purposes • How well products meet user needs and wants • Investigate and analyse how much products cost to make • Consider how innovative products are • Investigate and analyse how sustainable the materials in products are • Consider what impact products have beyond their intended purpose Key events and individuals: Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. These may be linked to topics on curriculum maps.	

KS1 and KS2 through to early KS3. For full KS3 and KS4, see Personalised Learning Standards at LCS.

SGET Design and Technology Progression Skills Mapping

Technical Knowledge	Making products work: <ul style="list-style-type: none"> Understand the simple working characteristics of materials and components. Understand the movement of simple mechanisms such as levers, sliders, wheels and axles. Understand how freestanding structures can be made stronger, stiffer and more stable. Understand that a 3-D textiles product can be assembled from two identical fabric shapes. Understand that food ingredients should be combined according to their sensory characteristics. 	Making products work: <ul style="list-style-type: none"> How to use learning from science to help design and make products that work. How to use learning from mathematics to help design and make products that work. Understand that materials have both functional properties and aesthetic qualities. Understand that materials can be combined and mixed to create more useful characteristics. Understand that mechanical and electrical systems have an input, process and output. Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. Understand how simple electrical circuits and components can be used to create functional products. Understand how to program a computer to control their products. Understand how to make strong, stiff shell structures. Understand that a single fabric shape can be used to make a 3D textiles product. Understand that food ingredients can be fresh, pre-cooked and processed. 	Making products work: <ul style="list-style-type: none"> How to use learning from science to help design and make products that work. How to use learning from mathematics to help design and make products that work. Understand that materials have both functional properties and aesthetic qualities. Understand that materials can be combined and mixed to create more useful characteristics. Understand that mechanical and electrical systems have an input, process and output. Understand how mechanical systems such as cams or pulleys or gears create movement. Understand how more complex electrical circuits and components can be used to create functional products. Understand how to program a computer to monitor changes in the environment and control their products. Understand how to reinforce and strengthen a 3D framework. Understand that a 3D textiles product can be made from a combination of fabric shapes. Understand that a recipe can be adapted by adding or substituting one or more ingredients.
Cooking and Nutrition	Where food comes from: <ul style="list-style-type: none"> Understand that all food comes from plants or animals. Understand that food has to be farmed, grown elsewhere (e.g. home) or caught. Food preparation, cooking and nutrition: <ul style="list-style-type: none"> Understands how to name and sort foods into the five groups in The Eatwell Plate. That everyone should eat at least five portions of fruit and vegetables every day. How to prepare simple dishes safely and hygienically, without using a heat source. How to use techniques such as cutting, peeling and grating. 	Where food comes from: <ul style="list-style-type: none"> Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Food preparation, cooking and nutrition: <ul style="list-style-type: none"> How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate Understand that to be active and healthy, food and drink are needed to provide energy for the body. 	Where food comes from: <ul style="list-style-type: none"> Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Food preparation, cooking and nutrition: <ul style="list-style-type: none"> How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Understand that recipes can be adapted to change the appearance, taste, texture and aroma. Understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.
Vocabulary	Understand the correct technical vocabulary for the projects they are undertaking and linked to the objectives above.	Understand the correct technical vocabulary for the projects they are undertaking and linked to the objectives above.	Understand the correct technical vocabulary for the projects they are undertaking and linked to the objectives above.

Please note these are examples of skills and schools' curriculum maps may adjust the progression and select accordingly.

Pupils will achieve examples under subheadings rather than master all.