Design and Technology Progression Grid

Concept	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Research - How do designers take inspiration from existing products?	Show an interest in products made by others.	With adult support, begin to share what they like and dislike about products made by others.	Begin to share what they like and dislike about products made by others. Begin to understand the need to look at existing products.	Share and explain what they like and dislike about products. Understand the need to look at existing products.	Share and explain what they like and dislike about products with an emphasis on why. Understand and explain the need to look at existing products. Begin to use their previous experiences and knowledge to research existing products.	Share and explain in detail what they like and dislike about products with an emphasis on why. Understand and explain in detail the need to look at existing products. Use their previous experiences and knowledge to research and begin to take inspiration from existing products.	Confidently share and explain in detail what they like and dislike about products with an emphasis on why. Understand and confidently explain the need to look at existing products. Confidently use their previous experiences and knowledge to research and to take inspiration from existing products.
Design - How do designs show the function and look of a product?	Explore, use and refine artistic effects to express their ideas and feelings. Say what they are making and what it can do.	Say what product they are designing and know what their product will be used for and how it will work. With support, begin to use a simple design criteria to help develop their ideas.	Explain what product they are designing, what the product will be used for and how it will work. Begin to use a simple design criteria to help develop their ideas independently.	Confidently explain what product they are designing, what the product will be used for and how it will work effectively. Begin to understand the need for designs and how they explain the function and look of a product. Use a simple design criteria to help develop their ideas independently.	Understand the need for designs and how they explain the function and look of a product. Start to follow a detailed design criteria with support to develop their ideas.	Using their previous experiences, understand the need for designs and how they explain the function and look of a product. Begin to follow a detailed design criteria to develop their ideas.	Using their previous experiences and knowledge, understand the need for designs and how they explain the function and look of a product. Follow a detailed design criteria to develop their ideas.

Technology - How is scientific knowledge used to solve problems in different communities?							
	Show an interest in toys with buttons and mechanisms. Begin to recognise that a range of technology is used in places such as homes and schools. Begin to ask questions about how things work. Play with toys that have wheels, sliders and levers and begin to talk about how they work.	Know how to operate simple equipment and show an interest in toys with buttons, flaps and simple mechanisms and operate them successfully. Begin to understand the movement of simple mechanisms such as levers, sliders, wheels and axles. Recognise that a range of technology is used in place such as homes and schools. Asks questions about how things work and begins to ask why. Begin to use the correct technical vocabulary for projects.	Understands that a range of technology is used in places such as homes and schools and begin to understand that it can be used to help us solve problems. Understand the movement of simple mechanisms such as levers, sliders, wheels and axles. Ask questions about how and why things work. Use the correct technical vocabulary for projects, with support if needed.	Understand that a range of technology is used in places such as homes, schools and hospitals and that it can be used to help us solve problems. Understand the movements of simple mechanisms such as levers, sliders, wheels and axels and begin to explain this to others. Asks questions about how and why things work, beginning to link these to their own experiences. Use the correct technical vocabulary for projects.	Understand that a range of technology is used in the world around us and that it can be used to help us solve problems. Understand the movements of simple mechanisms such as levers, sliders, wheels and axels and be able to explain this to others. Asks questions about how and why things work, linking these to their own experiences. Confidently use the correct technical vocabulary for projects.	Understand that a range of technology is used in the world around us and that it can be used to help us solve problems. Begin to explain how technology can be used to help us solve problems. Understand the movements of mechanisms such as levers, sliders, wheels and axels and be able to explain this to others. Confidently ask questions about how and why things work, linking these to their own experiences. Confidently use the correct technical vocabulary for projects.	Understand that a range of technology is used in the world around us and that it can be used to help us solve problems. Explain how technology can be used to help us solve problems. Confidently understand the movements of mechanisms such as levers, sliders, wheels and axels and be able to explain this to others in detail. Confidently ask questions about how and why things work, linking these to their own research and experiences. Confidently use the correct technical vocabulary for projects.

Innovation - How do people create new concepts and ideas and use these to make improvements to our lives?	Create collaboratively, sharing ideas, resources and skills. Understand that people make new ideas to help us.	Begin to generate ideas, drawing on their own experiences. Begin to talk about how people's ideas can make improvements to our lives.	Generate their own ideas, drawing on their own experiences. Talk about how people's ideas can make improvements to our lives.	Generate their own ideas, drawing on their own experiences and with support, begin to use research to develop their ideas. Begin to understand how new ideas can make improvements to our lives.	Generate their own ideas, drawing on their own experiences and begin to independently use research to develop their ideas. Know how new ideas can make improvements to our lives.	Generate their own ideas, drawing on their own experiences and independently use research to develop their ideas. Know and explain how new ideas can make improvements to our lives, beginning to link their ideas to their previous experiences.	Generate their own ideas, drawing on their own experiences and confidently use research to develop their ideas. Know and explain how new ideas can make improvements to our lives, linking their ideas to their previous experiences and prior knowledge.
Evaluation - How can reflecting on what we do lead to further improvements?	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the process they have used.	Begin to reflect upon a completed project by sharing what went well and begin to say what they might do differently next time. Share their creations, explaining the process they have used and begin to describe why they used them.	Reflect upon a completed project by sharing what went well and say what they might do differently next time, with support if needed. Share their creations, explaining the process they have used and describe why they used them.	Reflect upon a completed project by sharing what went well and explain what they might do differently next time. Share their creations, explaining the process they have used and describe why they used them in detail.	Reflect upon a completed project by sharing what went well and what didn't and explain in detail what they might do differently next time. Share their creations, explaining the process they have used and describe why they used them in detail, linking their ideas to their previous research.	Reflect upon a completed project by sharing what worked and what didn't and explain what they might do differently next time, linking their explanation to their original design. Share their creations, explaining the process they have used and describe why they used them in detail, linking their ideas to their previous research and knowledge of past projects.	Reflect upon a completed project by sharing what worked and what didn't and explain what they might do differently next time, linking their explanation to their original research and design. Share their creations, confidently explaining the process they have used and describe why they used them in detail, linking their ideas to their previous research and knowledge of past projects.

| Safety - How can we make sure that we are all safe and why is this important? | Begin to understand how to keep ourselves safe and listen to ideas of how to keep other children safe.

Listen to instructions around being safe.

Recognise that being safe is important. | Know how to keep ourselves safe and begin to understand how to keep others safe.

Listen and follow instructions around being safe.

Begin to understand why being safe is important. | Know how to keep ourselves and others safe.

Discuss as a group, with support, how we can keep ourselves and others safe.

Understand why being safe is important. | Know how to keep ourselves and others safe and begin to explain this to others.

Begin to explain how we can keep ourselves and others safe.

Understand why being safe is important and begin to explain this to others. | Know how to keep ourselves and other safe and explain this to others.

Explain how we can keep ourselves and others safe.

Understand why being safe is important and explain this to others. | Confidently know how to keep ourselves and others safe and explain this to others, beginning to link their knowledge to their own experiences.

Confidently understand why being safe is important and explain this to others. | Confidently know how to keep ourselves and others safe and explain this to others, linking their knowledge to their own experiences.

Confidently understand why being safe is important and explain this to others in detail. |
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DT Key Concepts and Intentions

Oughtibridge Primary School

DT6: Communicate the choices that have been made to others.

DT1: Research and evaluate existing products.

DT5: Critically evaluate the results of the design and make process and reflect on the outcome.

DT2: Design a product and innovate new ideas.

DT4: Handle, store and prepare food safely.

DT3: Use practical skills to make a product, using a range of materials.

Research
Design
Technology
Innovation
Evaluation
Safety