DT Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	• Begin to talk about what makes a product useful/appealing (bird box, picnic food, superhero toy). • Draw and label simple designs, showing key parts. • Start to design with a purpose in mind (for birds, for superheroes, for picnic eaters). • Understand design is a plan before making.	• Move from simple labelled drawings (Y1) to more detailed designs with purpose in mind (ragdoll, vehicle, frittata). • Consider the needs of a specific user or context (storybook characters, explorers, Victorians). • Use labelled drawings, plans, and sometimes templates to show how something will look and work.	• Move from labelled drawings (Y2) to annotated sketches, prototypes, and design criteria. • Begin to research and consider the needs of users, cultural context, and function. • Create designs for more complex structures, mechanisms, and food products.	• Move from annotated sketches (Y3) to research-informed design criteria. • Begin to show awareness of historical/cultural influences (Roman bread, Suffragette rosette). • Use annotated sketches, templates, and prototypes to model designs before making. • Consider both function and aesthetics when planning.	• Move from research-informed criteria (Y4) to innovative, functional, appealing products using detailed design criteria. • Use a variety of design methods: annotated sketches, prototypes, CAD, exploded diagrams. • Consider user, function, aesthetics, culture, and history in design decisions.	• Move from detailed design methods (Y5) to user-focused, innovative design criteria informed by research. • Confidently use a range of communication methods: annotated sketches, exploded diagrams, CAD, prototypes. • Incorporate historical, cultural, and environmental contexts into design thinking (WWII, leavers' memories, eco vehicles).
Make	• Explore and handle materials, describing their properties	• Use a wider range of materials: textiles, construction materials, food.	• Use a wider range of tools, equipment, and materials with accuracy	• Increasing independence and accuracy in measuring, cutting,	• Apply skills with a wide range of materials (digital	• Apply a broad range of practical skills: constructing chassis, building

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	(strong, smooth, healthy, colourful). - Use simple tools safely: cutting, sticking, joining, chopping, peeling. - Assemble parts to create a finished product (bird box, slider toy, picnic snack). - Add decoration or presentation to improve appeal.	- Select tools with more independence (scissors, needle, knife, etc.) and begin to choose the most suitable ones. - Learn and apply joining techniques (sewing, axles, chopping/mixing). - Assemble, decorate, and present finished products to meet design criteria.	(sewing, joining, chopping, constructing, baking). - Apply techniques for strength, stability, and mechanism function (reinforcing bridges, lever mechanisms, pastry preparation). - Work with growing independence and precision in following recipes, assembling, and constructing.	shaping, and joining. - Apply a wider range of techniques: kneading dough, constructing stable Lego models, using running/over/cross stitches. - Develop precision and neatness when assembling and finishing products. - Consider strength, stability, durability, and presentation.	modelling, cooking, mechanical systems). - Work with increasing accuracy, precision, and independence in measurement, cutting, joining, finishing, and presenting. - Combine multiple techniques (e.g., CAD for design, hand tools for cams, cooking skills for stew).	electrical circuits, kneading/baking, embroidery and textile joining. - Work with increasing precision, control, and independence, combining systems (mechanical + electrical, food preparation + presentation). - Collaborate effectively on shared products (e.g., whole-class tapestry).
Evaluate	- Begin to look at real products (bird boxes, toys, foods) and say what works well. - Reflect on own work: what they like, what could be improved.	- Move beyond likes/dislikes (Y1) to compare against criteria and intended purpose. - Begin to evaluate existing products more thoughtfully (Victorian foods,	- Go beyond likes/dislikes (Y1) or basic criteria (Y2) to analyse and compare products. - Use testing methods (e.g., shake test, tasting, trial	- Move beyond basic comparisons (Y3) to using design criteria and user views when evaluating. - Begin to consider historical authenticity (Roman bread) or symbolism/function (rosettes).	- Extend evaluation from criteria (Y4) to systematic testing and user-focused evaluation. - Analyse existing products and	- Move from functional evaluation (Y5) to systematic evaluation against criteria, user needs, and social impact. - Analyse real-world products and historical

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	• Share ideas and respond to feedback from peers or adults.	types of vehicles, storybook dolls). • Suggest specific improvements linked to function or design.	use) to evaluate effectiveness. • Suggest specific, evidence-based improvements to refine products.	• Suggest clear, practical improvements based on testing and feedback.	their impact (past and present). • Suggest improvements that consider function, aesthetics, and user feedback.	examples to inform improvements. • Suggest and justify improvements based on testing, feedback, and wider considerations (sustainability, authenticity, symbolism).
Technical Knowledge	• Understand products have parts with a function (roof, hole, slider, ingredient). • Begin to explore mechanisms (slider mechanism in toys). • Explore simple structures (bird box – strong, stable). • Learn about food groups, healthy eating, and hygiene (picnic).	• Develop deeper understanding of mechanisms (axles/wheels beyond simple sliders). • Explore textiles: materials, sewing, and decoration. • Extend cooking knowledge to healthy, seasonal, and historical foods. • Strengthen understanding of stability/strength in structures.	• Apply understanding of structures (bridges: strength, stability, reinforcement). • Explore mechanical systems (grabber: levers, pivots, linkages). • Develop cooking knowledge (cultural food traditions, hygiene, baking, preparation).	• Apply understanding of cooking techniques (kneading, baking, measuring). • Explore mechanical systems (lever mechanism in catapult, tension, angles). • Develop textile techniques (multiple stitches, layering, accuracy). • Connect DT to history and society (Roman food, Suffragette movement).	• Apply computing and CAD to design and model products (Tinkercad). • Deepen understanding of mechanical systems (cams, followers, axles). • Broaden cooking knowledge: seasonality, nutrition, preparation and cooking techniques.	• Apply understanding of complex systems: circuits with motors and switches, reinforced chassis, cams, textiles, and collaborative assembly. • Confident use of electrical systems, including troubleshooting and refining. • Extend cooking and nutrition knowledge: seasonality, rationing,

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			• Recognise how design choices relate to strength, aesthetics, and function.		• Link DT work with cultural and historical contexts (Mayans, Vikings, Tudors).	cultural influences, wartime adaptations. • Develop textiles knowledge: range of stitches, collaborative assembly, symbolic design.