



Fringford CE School Design Technology Progression Map

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Key Stage 1						
Year A	Divas Rangoli Patterns – using coloured rice	Build a castle, a bridge and a tower. Paper and card Christmas Crafts.	Create a sculpture of a London landmark. Junk modelling. Make sandwiches	Create Tudor houses. Make bread. Design a gift bag for London zoo.	Make animal masks	Create a bog baby sculpture - clay
Year B	Design and make a hand puppet - textiles	Design and make a friction car Wood and card	Create an alien sculpture using clay – Henri Moore	Create a 3d solar system Papier mache	Design and make and scented product and the packaging to contain it.	Design and make a 3d Secret Garden Small scale in a shoebox.
Lower Key Stage 2						
Year A		Building underwater seascapes – 5 zones of the sea		Iron age jewellery Clay pots		Food – preparing US dishes



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Year B	Weaving	Design and develop a product	Roman food			
Upper Key Stage 2						
Year A (Year 5 topics)	Ancient Egypt - ART	WW2 DT Building structures	Stargazers – Art project	Ancient Egypt - ART	WW2 DT Building structures	Stargazers – Art project
Year B (Year 6 topics)	Science – animals including humans (the heart)		Victorians – DT Moving Toys	Darwin – ART	Titanic - Electrical fairground	Science – animals including humans (the heart)



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	<ul style="list-style-type: none"> <input type="checkbox"/> Draw on their own experience to help generate ideas <input type="checkbox"/> Suggest ideas and explain what they are going to do <input type="checkbox"/> Identify a target group for what they intend to design and make <input type="checkbox"/> Model their ideas in card and paper <input type="checkbox"/> Develop their design ideas applying findings from their earlier research 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate ideas by drawing on their own and other people's experiences <input type="checkbox"/> Develop their design ideas through discussion, observation, drawing and modelling <input type="checkbox"/> Identify a purpose for what they intend to design and make <input type="checkbox"/> Identify simple design criteria <input type="checkbox"/> Make simple drawings and label parts 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate ideas for an item, considering its purpose and the user/s <input type="checkbox"/> Identify a purpose and establish criteria for a successful product. <input type="checkbox"/> Plan the order of their work before starting <input type="checkbox"/> Explore, develop and communicate design proposals by modelling ideas <input type="checkbox"/> Make drawings with labels when designing 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate ideas, considering the purposes for which they are designing <input type="checkbox"/> Make labelled drawings from different views showing specific features <input type="checkbox"/> Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail <input type="checkbox"/> Evaluate products and identify criteria that can be used for their own designs 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate ideas through brainstorming and identify a purpose for their product <input type="checkbox"/> Draw up a specification for their design <input type="checkbox"/> Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail <input type="checkbox"/> Use results of investigations, information sources, including ICT when developing design ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate their ideas through detailed labelled drawings <input type="checkbox"/> Develop a design specification <input type="checkbox"/> Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways <input type="checkbox"/> Plan the order of their work, choosing appropriate materials, tools and techniques



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<p>Working with tools, equipment, materials and components to make quality products (inc-food)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make their design using appropriate techniques <input type="checkbox"/> With help measure, mark out, cut and shape a range of materials <input type="checkbox"/> Use tools <i>eg scissors and a hole punch</i> safely <input type="checkbox"/> Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape <input type="checkbox"/> Select and use appropriate fruit and vegetables, processes and tools <input type="checkbox"/> Use basic food handling, hygienic practices and personal hygiene <input type="checkbox"/> Use simple finishing techniques to improve the 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to select tools and materials; use vocab' to name and describe them <input type="checkbox"/> Measure, cut and score with some accuracy <input type="checkbox"/> Use hand tools safely and appropriately <input type="checkbox"/> Assemble, join and combine materials in order to make a product <input type="checkbox"/> Cut, shape and join fabric to make a simple garment. Use basic sewing techniques <input type="checkbox"/> Follow safe procedures for food safety and hygiene <input type="checkbox"/> Choose and use appropriate finishing techniques 	<ul style="list-style-type: none"> <input type="checkbox"/> Select tools and techniques for making their product <input type="checkbox"/> Measure, mark out, cut, score and assemble components with more accuracy <input type="checkbox"/> Work safely and accurately with a range of simple tools <input type="checkbox"/> Think about their ideas as they make progress and be willing change things if this helps them improve their work <input type="checkbox"/> Measure, tape or pin, cut and join fabric with some accuracy <input type="checkbox"/> Demonstrate hygienic food preparation and storage <input type="checkbox"/> Use finishing techniques 	<ul style="list-style-type: none"> <input type="checkbox"/> Select appropriate tools and techniques for making their product <input type="checkbox"/> Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques <input type="checkbox"/> Join and combine materials and components accurately in temporary and permanent ways <input type="checkbox"/> Sew using a range of different stitches, weave and knit <input type="checkbox"/> Measure, tape or pin, cut and join fabric with some accuracy <input type="checkbox"/> <input type="checkbox"/> Use simple graphical 	<ul style="list-style-type: none"> <input type="checkbox"/> Select appropriate materials, tools and techniques <input type="checkbox"/> Measure and mark out accurately <input type="checkbox"/> Use skills in using different tools and equipment safely and accurately <input type="checkbox"/> Weigh and measure accurately (time, dry ingredients, liquids) <input type="checkbox"/> Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i> <input type="checkbox"/> Cut and join with accuracy to ensure a good-quality finish to the product 	<ul style="list-style-type: none"> <input type="checkbox"/> Select appropriate tools, materials, components and techniques <input type="checkbox"/> Assemble components make working models <input type="checkbox"/> Use tools safely and accurately <input type="checkbox"/> Construct products using permanent joining techniques <input type="checkbox"/> Make modifications as they go along <input type="checkbox"/> Pin, sew and stitch materials together create a product <input type="checkbox"/> Achieve a quality product
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	appearance of their product		strengthen and improve the appearance of their product using a range of equipment including ICT	communication techniques		
Evaluating processes and products	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate their product by discussing how well it works in relation to the purpose <input type="checkbox"/> Evaluate their products as they are developed, identifying strengths and possible changes they might make <input type="checkbox"/> Evaluate their product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate against their design criteria <input type="checkbox"/> Evaluate their products as they are developed, identifying strengths and possible changes they might make <input type="checkbox"/> Talk about their ideas, saying what they like and dislike about them 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> <input type="checkbox"/> Disassemble and evaluate familiar products 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate their work both during and at the end of the assignment <input type="checkbox"/> Evaluate their products carrying out appropriate tests 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate a product against the original design specification <input type="checkbox"/> Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests <input type="checkbox"/> Record their evaluations using drawings with labels <input type="checkbox"/> Evaluate against their original criteria and suggest ways that their product could be improved



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