



Design and Technology Progression Plan Years 1 – 6

Planning, Knowledge and Evaluation

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Designing	Draw a simple picture of an intended design with basic labelling.	Produce detailed, labelled drawings or models of products based on design criteria.	Share ideas through words, labelled sketches and models, recognising if the design is fit for purpose.	Collect information and use it to inform design ideas, keeping in mind fitness for purpose and the end user.	Use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs.	Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and prototypes and pattern pieces.
Using computing to design	Use Computing programmes to create a simple plan for a design.	Use Computing programmes to create a labelled design or plan.	Use Computing programmes to create a labelled design or plan in detail.	Use Computing programmes to create alternatives for an initial design.	Select and use different Computing programmes to create a labelled design or plan in detail.	Independently, select and use a range of different Computing programmes to design, label and create.
Working from plans	With help, put ideas into practice.	Think of ideas and plan what to do next, based on their experiences.	Make realistic plans, identifying processes, equipment and materials.	Make realistic, step by step plans, reflecting on designs as the product develops.	Work from own detailed plans, modifying them where appropriate.	Check work as it develops and modify their approach in the light of progress.
Opinion and influence	Describe others' work, including professional craftspeople and designers and say what they like and dislike about it.	Describe similarities and differences between own and others' work including professional craftspeople and designers.	<p>Compare and contrast great bridge designs, explaining why a particular design is significant in engineering history.</p> <p>Done in years 1-3 in Towers, Tunnels and Turrets</p>	<p>Describe the work of a fashion designer and explain why they like his/her work.</p> <p>This isn't developmental rather content driven.</p>	Research the work done by textile artists and say what they like about a piece, identifying the techniques and materials used in creating it and the aesthetic value.	Research cultural traditions and evidence their influence in their work.
Existing product evaluation	Describe how an existing product works.	Investigate a range of existing products and say if they do what they are supposed to do.	Investigate the design features of familiar existing products.	Explain how an existing product is useful to the user.	Investigate the design features of a familiar existing product in the context of the culture or society in which it was made.	Explain the form and function of familiar existing products.



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Evaluation	Talk about their own and other's work identifying strengths and weaknesses.	Explain how closely, finished products meet their design criteria and say what they could do better in the future.	Suggest improvements to products made and describe how to implement them.	Identify what has worked well and what could be improved, evidencing and explaining the results of research.	Test and evaluate products against a detailed design specification and make adaptations as they develop the product.	Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others.
History and culture	Order products or designs chronologically and begin to explain reasons why they are ordered in that way.	Describe why a design, building or designer is important.	Explain the impact of a design or designer on design history and how this has helped to shape the world.	Explain how fashions and fabrics have changed over time and how this has affected fashion. Explain how the design of a product has changed over time.	Create a timeline to sequence the development of a design over time and describe how technology has influenced it.	Describe how an individual in the field of design and technology has helped shape the world.