DT Progression Model



DT Progression Model – Design

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|  | KS1 | Lower KS2 | Upper KS2 |

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| **Design Skills** | * Draw and speak about a design based on a brief. * Create a purposeful, functional and appealing design of a product. * Cater a design towards a specific audience. | * Use research to develop a design. * Design a product which is appealing, fit for purpose and fully functional. * Develop design techniques e.g. sketch and label a design. | * Use detailed research and understanding to develop an intricate design. * Design a range of product solutions to solve a problem, which are appealing, fit for purpose and fully functional. * Develop design techniques e.g. draw a cross-sectional, annotated diagram of the product. * Use a computer-aided design or link to STEM learning. |
| **Key Vocabulary** | Design, research, purpose, function, audience, draw. | Design, research, purpose, function, audience, appealing, sketch, label. | Design, research, purpose, function, audience, appealing, sketch, label, annotate, cross-section, computer-aided, STEM, mathematics. |

DT Progression Model – Make

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|  | KS1 | Lower KS2 | Upper KS2 |

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| **Making Skills** | * Manipulate materials to perform practical tasks. * Follow the design and choose appropriate materials and tools from a selection of components i.e. textiles, food ingredients, moving parts etc. | * Follow the design and use appropriate materials and tools to bring it to life. * Manipulate materials accurately to perform practical tasks. | * Follow the design and make an informed choice about the resources to use to match the purpose of the product. * Manipulate materials and tools accurately to perform practical tasks. |
| **Key Vocabulary** | Material, tools, cut, stick, attach, join, colour, finish, product, shape, build, design, | Material, tools, cut, stick, attach, join, colour, finish, product, shape, build, design, component, textile, manipulate. | Material, tools, cut, stick, attach, join, colour, finish, product, shape, build, design, component, textile, manipulate, resources, choice. |

DT Progression Model – Evaluate

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|  | KS1 | Lower KS2 | Upper KS2 |

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| **Evaluating Skills** | * Evaluate existing products before design and discuss pros and cons. * Evaluate own product after completion against the given design criteria. * Suggest improvements. | * Investigate and analyse existing products and consider improvements. * Evaluate own products suggest improvements against their own design criteria. | * Investigate and critically analyse existing products and the effect they have. * Evaluate own products as well as each other’s and suggest improvements. |
| **Key Vocabulary** | Evaluate, design, if would be better if…., improve | Evaluate, design, if would be better if…., improve, analyse | Evaluate, design, if would be better if…., improve, suggest, peer assess, analyse. |
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| **Designers** | Buildings  Antoni Gaudi – Barcelona, La Sagrada Familia  Norman Foster – London, Gherkin building Renzo Piano – London, the Shard Victorian architecture – Houses of parliament, Royal Albert Hall Mughal emperor – Taj Mahal Bernard Wex – Humber Bridge William Paterson and Oscar Carl Kerrison – Anderson shelters (WW2)  Cars  Ian Callum – Aston Martin, Jaguar  Paul Bracq – Mercedes, BMW  Bill Mitchell – Corvette  Malcom Sayer – Jaguar  Mercello Gandini – Stratos, Miura, Countach | | |