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.
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| **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.
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| **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.
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| **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** | BuildingsAntoni Gaudi – Barcelona, La Sagrada FamiliaNorman Foster – London, Gherkin buildingRenzo Piano – London, the ShardVictorian architecture – Houses of parliament, Royal Albert HallMughal emperor – Taj MahalBernard Wex – Humber BridgeWilliam Paterson and Oscar Carl Kerrison – Anderson shelters (WW2)CarsIan Callum – Aston Martin, JaguarPaul Bracq – Mercedes, BMWBill Mitchell – CorvetteMalcom Sayer – JaguarMercello Gandini – Stratos, Miura, Countach |