

# Design & Technology Progression Framework – Key Stage 1

| DESIGNING  | YEAR 1   | YEAR 2   |
|--|--|--|
| Understanding contexts, users and purposes               | <ul style="list-style-type: none"> <li>Work confidently within a range of contexts (e.g. imaginary, school, home, playground).</li> <li>State what products they are designing / making.</li> <li>Say whether the products are for themselves or other users</li> <li>Say how their products will work</li> <li>Use simple design criteria to develop their ideas</li> </ul> | <ul style="list-style-type: none"> <li>Work confidently within a range of contexts (e.g. local community, industry, wider environment).</li> <li>State what products they are designing / making.</li> <li>Say whether the products are for themselves or other users</li> <li>Say how their products will work</li> <li>Say how they will make their products suitable for intended users</li> <li>Use simple design criteria to develop their ideas</li> </ul> |
| Generating, developing, modeling and communicating ideas | <ul style="list-style-type: none"> <li>Generate ideas from their own experiences.</li> <li>Use knowledge of existing products to help generate ideas.</li> <li>Develop and communicate ideas by talking and drawing.</li> </ul>  | <ul style="list-style-type: none"> <li>Generate ideas from their own experiences.</li> <li>Use knowledge of existing products to help generate ideas.</li> <li>Develop and communicate ideas by talking and drawing.</li> <li>Model ideas by exploring materials, kits, templates and mock-ups.</li> <li>Use ICT (where appropriate) to develop and communicate ideas</li> </ul>   |
| MAKING   | YEAR 1   | YEAR 2   |
| Planning   | <ul style="list-style-type: none"> <li>Select from a range of tools and equipment.</li> <li>Select from a range of materials and components according to their characteristics.</li> </ul>   | <ul style="list-style-type: none"> <li>Plan by suggesting what to do next</li> <li>Select from a range of tools and equipment, explaining their choices.</li> <li>Select from a range of materials and components according to their characteristics.</li> </ul>   |
| Practical skills and techniques                          | <ul style="list-style-type: none"> <li>Follow procedures for safety and hygiene.</li> <li>Use a range of components inc. construction materials, textiles and food ingredients.</li> <li>Measure, mark, cut and shape components.</li> <li>Assemble, join and combine components.</li> </ul>   | <ul style="list-style-type: none"> <li>Follow procedures for safety and hygiene.</li> <li>Use a range of components inc. construction materials, textiles, food ingredients and mechanical components.</li> <li>Measure, mark, cut and shape components.</li> <li>Assemble, join and combine components.</li> <li>Use finishing techniques, including those from art and design.</li> </ul>  |
| EVALUATING   | YEAR 1   | YEAR 2   |
| Own ideas and products                                   | <ul style="list-style-type: none"> <li>Talk about design ideas and what they are making.</li> <li>Make simple judgements about their ideas and products against design criteria.</li> </ul>  | <ul style="list-style-type: none"> <li>Talk about design ideas and what they are making.</li> <li>Make simple judgements about their ideas and products against design criteria.</li> <li>Suggest how their products could be improved.</li> </ul>   |
| Existing products  | <ul style="list-style-type: none"> <li>Explore what products are and what they are used for.</li> <li>Explore how products work and how they are used.</li> <li>Explore where products are used.</li> <li>Explore what products are made from.</li> <li>Express likes and dislikes about products.</li> </ul>  | <ul style="list-style-type: none"> <li>Explore what products are and what they are used for.</li> <li>Explore who products are for.</li> <li>Explore how products work and how they are used.</li> <li>Explore where products are used.</li> <li>Explore what products are made from.</li> <li>Express likes and dislikes about products.</li> </ul>   |
| Key events and individuals                               | Not Required In Key Stage 1  |  |

| TECHNICAL KNOWLEDGE                     | YEAR 1  | YEAR 2   |
|---|---|--|
| Making products work                    | <ul style="list-style-type: none"> <li>• Know the simple working characteristics of materials and components.</li> <li>• Understand the movement of simple mechanisms (e.g. wheels, sliders, levers).</li> <li>• Understand how freestanding structures can be made stronger, stiffer and more stable.</li> </ul> | <ul style="list-style-type: none"> <li>• Know the simple working characteristics of materials and components.</li> <li>• Understand the movement of simple mechanisms (e.g. wheels, sliders, levers, axels).</li> <li>• Understand how freestanding structures can be made stronger, stiffer and more stable.</li> <li>• Know that a 3-D textile product can be assembled from two identical fabric shapes</li> <li>• Understand that food ingredients should be combined according to their sensory characteristics.</li> <li>• Know the correct technical vocabulary for the projects they are undertaking.</li> </ul> |
| COOKING & NUTRITION                     | YEAR 1  | YEAR 2   |
| Where food comes from                   | <ul style="list-style-type: none"> <li>• Know that all food comes from plants and animals</li> <li>• Understand that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> </ul>   | <ul style="list-style-type: none"> <li>• Know that all food comes from plants and animals</li> <li>• Understand that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> </ul>  |
| Food preparation, cooking and nutrition | <ul style="list-style-type: none"> <li>• Know how to name and sort foods into the 5 groups on the eatwell plate.</li> <li>• Know that everyone should eat at least 5 portions of fruit and vegetables daily</li> <li>• How to prepare simple dishes safely, hygienically and without a heat source</li> </ul>     | <ul style="list-style-type: none"> <li>• Know how to name and sort foods into the 5 groups on the eatwell plate.</li> <li>• Know that everyone should eat at least 5 portions of fruit and vegetables daily</li> <li>• How to prepare simple dishes safely, hygienically and without a heat source.</li> <li>• How to use cutting, peeling and grating techniques.</li> </ul>  |