NUTLEY CE PRIMARY SCHOOL
DT PROGRESSION GRID

At Nutley CE primary, using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children learn how to take risks, becoming resourceful, innovative and enterprising. Children are also taught how to cook and apply the principles of nutrition and healthy eating. We believe that cooking, as well as being enjoyable and creative, is a crucial life skill that enables children to feed themselves and others affordably and well, now and in later life.

As a school we are working to the following definitions for each of the following Design and Technology principles:
USER, AUTHENTICITY, PURPOSE, FUNCTIONALITY, INNOVATION and DESIGN DESCISIONS

USER – Pupils should have a clear idea of who they are designing and making products for, considering their needs, wants, values, interests and preferences. The intended users could be themselves or others, an imaginary or story-based character a client, a consumer or a specific target group.

AUTHENTICITY- Pupils should design and make products that are believable, real and meaningful to themselves and others.

PURPOSE – Pupils should be able to clearly communicate the purpose of the products they are designing and making. Each product they create should be designed to perform one or more defined tasks. Pupils' products should be evaluated through use.

FUNCTIONALITY- Pupils should design and make products that work/function effectively in order to fulfil users' needs, wants and purposes. In DT, it is insufficient for children to design and make products that are purely aesthetic.

INNOVATION – When designing and making, pupils need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed and are characterised by engaging open ended starting points for learning.

DESIGN DESCISIONS – Pupils need opportunities to make their own design decisions. Making design decisions allows pupils to demonstrate their creative, technical and practical expertise and use learning from other subjects. When making design decisions, pupils decide on the form their product will take, how the product will work, what task or tasks it will perform and who the product will be for.

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National Curriculum statements - Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

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National Curriculum statements - Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

RESEARCH			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through design and technology.	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through design and technology.	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through design and technology.

DESIGN			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Create collaboratively, sharing ideas, resources and skills. Begin to show accuracy and care when drawing.	Talk about what they want to make, in relation to the design brief and their research.	Use their research to develop some of their own design criteria.	Use their research to develop their own design criteria. Draw a fully labelled/annotated

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	Draw a labelled picture of their product, which may include parts, components, materials. Choose the materials/ingredients/tools they will use, from a selection. Write a list of the materials/ ingredients/tools they will need. **Food and cookery:** Understand that the basic principles of a healthy and varied diet feature within their design. Create a basic recipe, using drawings and labels.	Draw a fully labelled sketch/diagram of their product, including some measurements. Indicate where electrical components will go and briefly explain how they will function. Choose the materials/ ingredients /tools they will use, based on their suitability for the task. List the materials/ ingredients/tools they will need. Order the main stages of making. Use computer aided design. **Food and cookery** Use the principles of a healthy and varied diet to help inform their design decisions. Understand seasonality and locality of food and use this knowledge when designing their product. Create/adapt a recipe, including some weight/volume measurements.	sketch/diagram of their product, including measurements and cross-sections. Indicate where/how materials will be joined in order to create a stable structure. Indicate where electrical components will go and explain how they will function. Explain how computer programming will control the product. Indicate where mechanisms will go and explain how they will function Choose the materials/ingredients/tools they will use, based on their suitability for the task, including sourcing their own materials where appropriate. List the materials/ ingredients/tools they will need. Write instructions for how they intend to make their product. **Food and cookery** Independently apply the principles of a healthy and varied diet to inform their design decisions.

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			Apply their knowledge of seasonality and locality of food to inform their design decisions. Create/adapt a recipe, including weight/volume measurements.

MAKE - CONSTRUCTION			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use a range of small tools, including scissors, paintbrushes and cutlery.	Mark materials before cutting and sometimes measure. Cut paper and other materials safely and with increasing accuracy. Begin to choose the most effective joining methods for the task/materials. Use simple components, such as split pins. Test their product as they work, to see if it meets the requirements of the intended user. Apply their knowledge of materials to make a structure stiffer/ more stable as they work.	Measure and mark materials before cutting. Cut materials accurately, using appropriate tools. Score and fold paper/card accurately. Join a range of materials using a variety of methods, usually choosing the method most suited to the task. Test their product as they work, making informed adjustments to ensure their product meets the design criteria. Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.	Measure and mark materials with increased accuracy, before cutting. Cut materials accurately, using appropriate tools. Join a range of materials using a variety of suitable methods. Test their product as they work, making informed adjustments and striving to address any anticipated problems. Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work. Create a working mechanism (pulleys and gears) and incorporate it into their product.

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	Create a working mechanism (sliders and levers and wheels and axles) and incorporate it into their product.	Create a working mechanism (levers and linkages and pneumatics) and incorporate it into their product. Create a basic electrical circuit with switches and incorporate it into their product. Pay attention to the finishing of their product.	Create a more complex electrical circuit with switches and incorporate it into their product. Programme a computer to control their product. Create a polished and well-finished product.

MAKE - TEXTILES			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Making/using simple paper pattern pieces. Cutting fabric carefully. Learning sewing basics – threading a needle, knotting your thread, finishing off. Sewing using running stitch, attempting to produce neat, equal stitches. Creating a design on fabric using applique. Creating a design on fabric using pens/paint.	Making/using simple paper pattern pieces. Cutting fabric carefully. Learning sewing basics – threading a needle, knotting your thread, finishing off. Sewing using running stitch, attempting to produce neat, equal stitches. Creating a design on fabric using applique. Creating a design on fabric using pens/paint. Sewing on simple components –	Making/using a paper pattern (front and back pieces). Including a seam allowance. Cutting fabric accurately. Sewing basics – threading a needle, knotting your thread, finishing off. Sewing neatly using running stitch/back stitch. Turning out so stitching is hidden. Creating designs on fabric using applique/pens/ paint. Incorporating a fastening component – button/zip/press stud.

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		buttons/sequins/ribbons.	

MAKE - FOOD			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Observe basic food hygiene procedures with support – washing hands; washing fruit/veg; keeping meat separate; cleaning surfaces before and after preparing food. Use a knife and chopping board to neatly chop ingredients. Use a spoon to add condiments. Serve food in an appealing way. Clean/wash up after themselves.	Observe basic food hygiene procedures –washing hands, washing fruit/veg; avoiding cross contamination when preparing raw meat; cleaning surfaces before and after preparing food. Use appropriate tools to peel, chop, slice, grate and mix ingredients. Serve food in an appealing way, i.e. in a wrap, open sandwich, in a pitta. Clean/wash up after themselves.	Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross contamination when preparing raw meat; cleaning surfaces before and after preparing food. Use appropriate tools to peel, chop, slice, grate and mix ingredients. Mix, kneed and roll out dough Cook food in the oven and/or on a stove top, ensuring it is fully cooked. Serve food in an appealing way. Clean/wash up after themselves.

EVALUATE			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Describe what went well and which aspects of their product they are pleased with.	Identify and discuss the strengths of their product. Identify any areas for development/ improvements that could be made.	Identify and discuss the strengths of their product. Identify any areas for development/ improvements that could be made.

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Share their creations, explaining the process they have used.	Describe anything that didn't work as well and any changes they had to make. Discuss what the intended user might think about the product. Suggest how their product could be improved.	Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose? Take part in peer evaluation, giving and receiving feedback from fellow pupils.	Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose? Take part in peer evaluation, giving and receiving feedback from fellow pupils.

DT Cycle A			
Autumn Term 1			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
Magical Me Key Question - What makes me, me?	Castles and Kingdoms Key Question – Why do we have castles?	Curiouser and curiouser Key Question– What's that sound?	Amazing South America Key Question – Deforestation - What's the problem?
Research: Junk modelling – how can we turn a box into something else? Using the book: *'Not a box'*	Research: Explore flanges, slots and flaps to join pieces together.	Research: Explore different ways to make various sounds using different materials. How can we create a high/low pitch? Explore the work of the Recycled Orchestra of Cateura.	Research: DT not taught this term
Make: Child choice – will the box be a pirate ship? A rocket? A castle? A fire engine?	Make: Make structures from paper then card. Make a 'machine' to include joining methods.	Make: Make own musical instrument from recycled materials.	Make:

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Evaluate: Can we 'make it better'? Children to evaluate with their learning partner and/or buddies.	Evaluate: Evaluate what went well and what would work to make a mini cardboard box castle – with turrets, towers and a drawbridge.	Evaluate: What went well, what could I do differently to improve my instrument.	Evaluate:
Autumn Term 2			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
Celebrations Key Question – What do we celebrate?	Fire and Flames Key Question – Does the past change the future?	Key Question – What's the trouble with the Tomb of Tutankhamun?	Benin and beyond – Black Lives Matter Key Question – What were the consequences of imperialism in Africa?
Research: What does Santa's sleigh look like?	Research: How do we make a slider? – find out and try with paper then card	Research: What is a Canopic jar? Research the history and purpose.	Research: DT not taught this term
Make: Using our fruit boxes, can we make a Santa's sleigh?	Make: Design a house with a slider – fire, person or object. Make a 2D house from card, acetate, collage and paint.	Make: Make a Canopic jar using clay. Including own design	Make:
Evaluate: Can we 'make it better'?	Evaluate: What went well – did the slider work? Would you change anything?	Evaluate: What went well, what could be improved, what would you change?	Evaluate:

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Children to evaluate with their learning partner and/or buddies.			

Spring Term 1			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
All creatures great and small Key Question – What are habitats?	Winnie the Pooh Key Question – Who is AA Milne?	Key Question – A pinch, a sprinkle, a fizzle, a sizzle – what magic lies at the tip of your fingers?	World War 2: The Battle of Britain Key Question - What exactly is war-time spirit?
Research: What does a Chinese New Year Dragon look like?	Research: Learn some basic stitches and how to thread a needle – running and cross-stitch.	Research: What food contributes to a healthy smoothie? What can we add a pinch and sprinkle of?	Research: Rationing: One-pot meal from Ministry of Food leaflet no. 35 (sausage roll, potatoes, gravy, parsley, carrots) - understand and apply the principles of a healthy and varied diet; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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Make: A large scale Chinese new year dragon- how long can we make it!	Make: Design a bear – two pieces of fabric joined with a running stitch. Adding finishing touches with different fabric – using scissors to cut out different fabrics.	Make: Make own recipe + smoothie using research. Be able to explain the health benefits to classmates.	Make: prepare and cook a variety of WW2 predominantly savoury dishes using a range of cooking techniques
Evaluate: Does our dragon look like a dragon? Is the head properly attached to the body? Can we hold it together on a walk around the school? Can we 'make it better'?	Evaluate: Does the stitching keep the stuffing in? Do the eyes etc stay on? How would you change it?	Evaluate: Does it taste nice? Could you add/remove anything? What are the health benefits?	Evaluate: Compare with typical meals consumed today.

Spring Term 2

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EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
Once Upon a time… Key Question – Where will your imagination take you?	Bugs and Blooms Key Question – What creatures and plants grow in forests?	Key Question - How high can you go?	The Vikings Key Question - How can people successfully integrate?
Research: Which of the three little pig's houses was the strongest? How do we know?	Research: How can we use split pins to join pieces together? – legs, antennae etc.	Research: Levers and linkage. Explore mechanisms such as levers, flaps and sliders.	Research: DT not taught this term
Make: A house for the three little pigs!	Make: Make a body structure, legs and antennae joined with most suitable techniques – tabs, folds, flanges, split pins?	Make: Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Create their own 'ideal world'	Make:
Evaluate: Does it stand up when the big bad wolf hairdryer tries to blow it down?	Evaluate: Do your bugs move? Can we recognise what bug you have created?	Evaluate: Is there oscillating or reciprocating movement? Is there anything you could do to make it better? What went well?	Evaluate:

Summer Term 1

Believe and Achieve

John 10:10, "I have come so they may have life and have it to the full"

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EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
Nature detectives! Key Question – Are we nature?	Meet the Aliens Key Question – What is in space?	Key Question – Do we shape the environment or does the environment shape us?	Gadgets and Gizmos Key Question - Do new designs and technology always change the world for the better?
Research: Where do minibeasts like to live?	Research: What ingredients do we need to make cakes – what do they taste like? How will they make a cake? Find a recipe without eggs. Taste ingredients. Where did they come from?	Research: Textiles. Research joining techniques, e.g. back, blanket and running stitch.	Research: Technical knowledge: understand electrical systems in products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Understand how key events and individuals in design and technology have helped shape the world
Make: A minibeast hotel!	Make: Design and make space cakes, following a recipe, hygiene and safety with tools and techniques. (HALL)	Make: Design and make own applique of the Earth using a variety of materials and stitches.	Make: Design and make an electrical product that uses electrical systems [for example, series circuits incorporating switches, bulbs, buzzers and motors]

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Evaluate: Will minibeasts like to live there? Can we 'make it better'?	Evaluate: Did we follow the recipe? Did we add any more ingredients? What would we change if we made them at home?	Evaluate: What do your peers think of your product? Are all your pieces of fabric secure?	Evaluate: Has your electrical product changed the world for the better?

Summer Term 2			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
Explorers Key Question – Where on Earth are we and where are we going?	We're all going on a summer holiday Key Question – Is the coast the same everywhere in the world?	Key Question – What would the world be like if we embraced new sustainable technology?	Tomorrow's world: utopia and dystopia Key Question - If you could create a new world, what would it be like?
Research: What makes boats float?	Research: Find out where we can buy locally sources products for our sandwiches. Taste different flavours of sandwich fillings – choose one.	Research: Find out where we can buy sustainable products from. What makes them sustainable? How can we help?	Research: Research automata: understand mechanical systems in products [for example, gears, pulleys, cams, levers and linkages] Dystopian Architecture
Make: A tinfoil boat that floats	Make: Use the correct tools to make own sandwiches.	Make: Create own recipe based on products we can sustainable source.	Make: Design and make automata. Apply their technical knowledge and

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			understanding of how to strengthen, stiffen and reinforce more complex structures; use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Kit car design and build (Year 6 only)
Evaluate: Does it float when we add lego people? How can we fix it if it doesn't?	Evaluate: Taste test and evaluate – make a graph to record the best sandwiches. Any other flavours you would now like to try?	Evaluate: What skills have you learnt? What went well? What could you improve?	Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

DT Cycle B			
Autumn Term 1			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
Magical Me Key Question - What makes me, me?	No specific DT this term	Key question - Hunting & Gathering information - how has Britain changed since the Stone Age?	DT not taught this term.

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Research: Junk modelling – how can we turn a box into something else? Using the book: *'Not a box'*		Research: Use information books to research the woolly mammoth.	
Make: Child choice – will the box be a pirate ship? A rocket? A castle? A fire engine?		Make: a realistic woolly mammoth, choosing appropriate materials	
Evaluate: Can we 'make it better'? Children to evaluate with their learning partner and/or buddies.		Evaluate: How lifelike is my model?	
Autumn Term 2			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
Celebrations Key Question – What do we celebrate?	Toys Key question – What are toys like now and from the past?	Key Question – Victorian England – why was there such a divide?	Key Question – What does it take to survive?
Research: What does Santa's sleigh look like?	Research: Explore and evaluate a range of wheeled products such as toys and everyday objects.	Research: Find out who Isambard Kingdom Brunel was.	Research: components and ideal insulating materials needed to make a thermal flask

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Make: Using our fruit boxes, can we make a Santa's sleigh?	Make: A toys with wheels and axels.	Make: a strong bridge inspired by Isambard Kingdom Brunel	Make: a thermal flask for Ernest Shackleton
Evaluate: Can we 'make it better'? Children to evaluate with their learning partner and/or buddies.	Evaluate: How does it work? What changes would you make?	Evaluate: How could the bridge be even stronger?	Evaluate: Does it work? Will it keep Shackleton's tea warm?
Spring Term 1			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
All creatures great and small Key Question – What are habitats?	See **Art** (DT) – sculpture project.	Key Question – Nurture vs Nature - What are my roots?	Key Question – Does wealth bring happiness?
Research: What does a Chinese New Year Dragon look like?		Research: different ways of representing family trees – 2D and 3D	Research: Investigate and analyse a range of existing products.
Make: A large scale Chinese new year dragon- how long can we make it!		Make: **Family Tree** inspired project	Make: Design and evaluate an interactive toy (link to computing)

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Evaluate: Does our dragon look like a dragon? Is the head properly attached to the body? Can we hold it together on a walk around the school? Can we 'make it better'?		Evaluate: How could it be more easily understood by the user?	Evaluate: How will this product be ethically made?
Spring Term 2			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
Once Upon a time… Key Question – Where will your imagination take you?	No DT taught this term	Key Question - How does London light up?	Key Question – Do animals have rights?
Research: Which of the three little pig's houses was the strongest? How do we know?		Research: how light and shadow are thought about when designing monuments. How can light be used to enhance monuments?	Research: Understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed – eggs.
Make: A house for the three little pigs!		Make: a London landmark	Make: tomato, cheese and basil omelette.

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Evaluate: Does it stand up when the big bad wolf hairdryer tries to blow it down?	Evaluate:	Evaluate: Will this stand the test of time?	Evaluate: How could we vary the ingredients to make a different omelette?
Summer Term 1			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
Nature detectives! Key Question – Are we nature?	Pirates Key Question – Are pirates real?	Key Question – Life in North America – how does it differ?	DT not taught this term
Research: Where do minibeasts like to live?	Research: Find local structures and look at ships and boats e.g. What are the structures called and what is their purpose? How have the structures been made strong enough? How have they been made stable?	Research: mask making techniques	
Make: A minibeast hotel!	Make: • Children to fold paper or card in different ways to make freestanding BOAT structures, using masking tape where necessary to make joins. How can they make them stronger, stiffer, stand up and be more stable e.g. without it falling or breaking.	Make: **Day of the Dead masks**	

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Evaluate: Will minibeasts like to live there? Can we 'make it better'?	Evaluate: Ask children to evaluate their developing ideas and final products against original design criteria.	Evaluate: How have different materials contributed to the designs?	
Summer Term 2			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
Explorers Key Question – Where on Earth are we and where are we going?	No DT taught this term	Key Question – Seeking a safe haven - who helps refugees?	DT not taught this term.
Research: What makes boats float?		Research: research online recipes	
Make: A tinfoil boat that floats		Make: traditional food from a different country	
Evaluate: Does it float when we add lego people? How can we fix it if it doesn't?		Evaluate: How could we improve the flavour? How could we encourage others to try this new food?	