

DESIGN AND TECHNOLOGY

Progression Document



Progression in Design and Technology can be characterised by:

- An increase in knowledge, skills and understanding;
- Moving from familiar to unfamiliar concepts;
- Meeting needs which demand more complex or difficult solutions;
- An increase in a child's own understanding of their learning.

EYFS	KS1	LKS2	UKS2
<p>Children's early experiences</p> <p><i>Children will have opportunities to find out and learn about the world they live in. Their experiences will include:</i></p> <ul style="list-style-type: none"> • Asking questions about how things work • Talking about what they are doing and what they have discovered • Learning about a variety of customs and cultures • Responding to drawings and pictures and drawing their own • Investigating and using a variety of construction kits, materials, tools and products • Using a range of materials to express ideas • Exploring colour, texture, shape and form • Selecting their own resources • Developing making skills (e.g. cutting, folding, mixing, joining) • Building for a variety of purposes • Handling appropriate tools and construction materials safely and with increasing control 	<p>At the early stages of developing capability, children should be able to:</p> <ul style="list-style-type: none"> • Generate and develop ideas through talking about what their design has to do, handling materials and, where appropriate, drawing; • Increasingly take account of people's needs and wants; • Reflect more on their ideas; • Draw what they have made; • Recognise and begin to select suitable tools and materials; • Apply their previous knowledge and experience; • Suggest achievable ways forward and begin to suggest improvements to their own models. 	<p>As children make progress, they should:</p> <ul style="list-style-type: none"> • Become more involved in finding out information useful to their designing and use their experience of products and applications as the stimulus for ideas; • Use 2D and 3D models to try out and develop ideas as they become more reflective about their designs; • Suggest an increasing number of achievable ways forward and develop simple plans which take into account the resources available; • Start combining and shaping materials to create products which meet their intentions; • Use tools safely and with increasing accuracy. 	<p>As children make further progress, they should:</p> <ul style="list-style-type: none"> • Use a variety of information sources for their research, and set criteria for their designs, which increasingly take account of the views and preferences of the intended user; • Become more familiar with techniques (e.g. mind mapping and product analysis to generate ideas), and have a clearer sense of priorities in their design proposals; • Use a range of modelling techniques and be able to justify the decisions they make; • Plan and evaluate in a more considered manner, and show a greater awareness of constraints and the implications of their designs; • Draw upon a greater range of techniques and skills to create quality products for identified purposes; • Become increasingly competent at matching how they work to the materials and the task.