



DT-Knowledge and Skills Progression map 2024-2025



	Across KS1	Across KS2
	Designing	
Designing	<p><u>Understanding contexts, users and purposes</u> Across KS1, pupils should:</p> <ul style="list-style-type: none"> work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. state what product they are designing and making say whether their products are for themselves or other users describe what their products are for say how their product will work say how they will make their products for their intended users use simple design criteria to help develop their ideas 	<p><u>Understanding contexts, users and purposes</u> Across KS2, pupils should:</p> <ul style="list-style-type: none"> work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment describe the purpose of their products indicate the design features of their products that will appeal to intended users explain how particular parts of their products work <p>In Lower KS2 pupils should also:</p> <ul style="list-style-type: none"> gather information about the needs and wants of particular individuals and groups develop their own design criteria and use these to inform their ideas <p>In Upper KS2 pupils should also:</p> <ul style="list-style-type: none"> carry out research, using surveys, interviews, questionnaires and web-based resources identify the needs, wants, preferences and values of particular individuals and groups develop a simple design specification to guide their thinking
	<p><u>Generating, developing, modelling and communicating ideas</u> Across KS1, pupils should:</p> <ul style="list-style-type: none"> generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups use information and communication technology, where appropriate, to develop and communicate ideas 	<p><u>Generating, developing, modelling and communicating ideas</u> Across KS2, pupils should:</p> <ul style="list-style-type: none"> share and clarify ideas through discussion model their ideas using prototypes and pattern pieces use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas use computer-aided design to develop and communicate their ideas <p>In Lower KS2 pupils should also:</p> <ul style="list-style-type: none"> generate realistic ideas, focusing on the needs of the user make design decisions that take account of the availability of resources

		<p>In Upper KS2 pupils should also:</p> <ul style="list-style-type: none"> • generate innovative ideas, drawing on research • make design decisions, taking account of constraints such as time, resources and cost
Making		
Making	<p><u>Planning</u> Across KS1, pupils should:</p> <ul style="list-style-type: none"> • plan by suggesting what to do next • select from a range of tools and equipment, explaining their choices • select from a range of materials and components according to their characteristics 	<p><u>Planning</u> Across KS2, pupils should:</p> <ul style="list-style-type: none"> • select tools and equipment suitable for the task • explain their choice of tools and equipment in relation to the skills and techniques they will be using • select materials and components suitable for the task • explain their choice of materials and components according to functional properties and aesthetic qualities <p>In Lower KS2 pupils should also:</p> <ul style="list-style-type: none"> • order the main stages of making <p>In Upper KS2 pupils should also:</p> <ul style="list-style-type: none"> • produce appropriate lists of tools, equipment and materials that they need • formulate step-by-step plans as a guide to making
	<p><u>Practical skills and techniques</u> Across KS1, pupils should:</p> <ul style="list-style-type: none"> • follow procedures for safety and hygiene • use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components • measure, mark out, cut and shape materials and components • assemble, join and combine materials and components • use finishing techniques, including those from art and design 	<p><u>Practical skills and techniques</u> Across KS2, pupils should:</p> <ul style="list-style-type: none"> • follow procedures for safety and hygiene • use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components <p>In Lower KS2 pupils should also:</p> <ul style="list-style-type: none"> • measure, mark out, cut and shape materials and components with some accuracy • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some accuracy <p>In Upper KS2 pupils should also:</p> <ul style="list-style-type: none"> • accurately measure, mark out, cut and shape materials and components • accurately assemble, join and combine materials and components • accurately apply a range of finishing techniques, including those from art and design

		<ul style="list-style-type: none"> • use techniques that involve a number of steps • demonstrate resourcefulness when tackling practical problems
Evaluating		
Evaluating	<p>Own ideas and products Across KS1 pupils should:</p> <ul style="list-style-type: none"> • talk about their design ideas and what they are making • make simple judgements about their products and ideas against design criteria • suggest how their products could be improved 	<p>Own ideas and products Across KS2 pupils should:</p> <ul style="list-style-type: none"> • identify the strengths and areas for development in their ideas and products • consider the views of others, including intended users, to improve their work <p>In Lower KS2 pupils should also:</p> <ul style="list-style-type: none"> • refer to their design criteria as they design and make • use their design criteria to evaluate their completed products <p>In Upper KS2 pupils should also:</p> <ul style="list-style-type: none"> • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • evaluate their ideas and products against their original design specification
	<p>Existing products Across KS1 pupils should explore:</p> <ul style="list-style-type: none"> • what products are • who products are for • what products are for • how products work • how products are used • where products might be used • what materials products are made from • what they like and dislike about products 	<p>Existing products Across KS2 pupils should investigate and analyse:</p> <ul style="list-style-type: none"> • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants <p>In Lower KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> • who designed and made the products • where products were designed and made • when products were designed and made • whether products can be recycled or reused <p>In Upper KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> • how much products cost to make • how innovative products are • how sustainable the materials in products are • what impact products have beyond their intended purpose
	Key events and individuals	Key events and individuals

	Not a requirement in KS1	Across KS2 pupils should know: <ul style="list-style-type: none"> about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products
Technical knowledge		
<u>Technical knowledge</u>	Making products work Across KS1 pupils should know: <ul style="list-style-type: none"> about the simple working characteristics of materials and components about the movement of simple mechanisms such as levers, sliders, wheels and axles how freestanding structures can be made stronger, stiffer and more stable that a 3-D textiles product can be assembled from two identical fabric shapes that food ingredients should be combined according to their sensory characteristics the correct technical vocabulary for the projects they are undertaking 	Making products work Across KS2 pupils should know: <ul style="list-style-type: none"> how to use learning from science to help design and make products that work how to use learning from mathematics to help design and make products that work that materials have both functional properties and aesthetic qualities that materials can be combined and mixed to create more useful characteristics that mechanical and electrical systems have an input, process and output the correct technical vocabulary for the projects they are undertaking In Lower KS2 pupils should also know: <ul style="list-style-type: none"> how mechanical systems such as levers and linkages or pneumatic systems create movement how simple electrical circuits and components can be used to create functional products how to program a computer to control their products how to make strong, stiff shell structures that a single fabric shape can be used to make a 3D textiles product that food ingredients can be fresh, pre-cooked and processed In Upper KS2 pupils should also know: <ul style="list-style-type: none"> how mechanical systems such as cams or pulleys or gears create movement how more complex electrical circuits and components can be used to create functional products how to program a computer to monitor changes in the environment and control their products how to reinforce and strengthen a 3D framework that a 3D textiles product can be made from a combination of fabric shapes that a recipe can be adapted by adding or substituting one or more ingredient

Cooking and nutrition	
<u>Cooking and nutrition</u>	<p>Where food comes from</p> <p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught
	<p>Where food comes from</p> <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world <p>In Upper KS2 pupils should also know:</p> <ul style="list-style-type: none"> • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking
	<p>Food preparation, cooking and nutrition</p> <p>Across KS1 pupils should know:</p> <ul style="list-style-type: none"> • how to name and sort foods into the five groups in The eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating
	<p>Food preparation, cooking and nutrition</p> <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p>In Lower KS2 pupils should also know:</p> <ul style="list-style-type: none"> • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body <p>In Upper KS2 pupils should also know:</p> <ul style="list-style-type: none"> • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health

EYFS	
EYFS- Development matters	<p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p><u>Expressive Art and Design</u></p>

	<ul style="list-style-type: none"> • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Designing	<ul style="list-style-type: none"> • Decide on an appropriate material for a task before starting to build. • Talk about their ideas building on their own experiences. • Talk about how they could join, shape and assemble their creations during their making • Generate ideas drawing from their own experiences.
Making	<ul style="list-style-type: none"> • Begin to select from a range of appropriate tools and explain why they are using it. • Begin to understand safety implications and keeping clean when making. • Begin to mark out what they want to cut by drawing or tracing.
Evaluating	<ul style="list-style-type: none"> • Talk about what they have made and whether it has ended up like they have initially planned. • Make improvements/changes during the construction process as necessary. • Begin to suggest what they could have done differently to improve the items they make.
Technical knowledge	<ul style="list-style-type: none"> • Begin to understand some food preparation tools, techniques and processes • Practise stirring, mixing, pouring, blending • Discuss how to make an activity safe and hygienic • Discuss use of senses . • Understand need for variety in food. • Begin to understand that eating well contributes to good health.