Whole School Progression Document:
Subject: DT

	KS1	Lower KS2	Upper KS2
Cooking and nutrition	N/A	**Design** • Designing a recipe for a savoury tart. **Make** • Following the instructions within a recipe • Tasting seasonal ingredients. • Selecting seasonal ingredients. • Peeling ingredients safely. • Cutting safely with a vegetable knife. **Evaluate** • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart.	**Design** • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. •Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Researching existing recipes to inform ingredient choices. **Make** • Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe. **Evaluate** • Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups

Structures	**Design** • Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design. • Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects. **Make** • Making stable structures from card, tape and glue. • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper	Design • Designing a shelter with key features to appeal for a specific purpose. • Drawing and labelling a shelter design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. Make • Constructing a range of 3D shapes using a range of resources. • Creating special features for individual designs. • Using specific joining techniques to bind structures. Evaluate • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual design	Design • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs. Make • Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures. **Evaluate** •Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.

	Evaluate • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't • Suggest points for improvements Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure		
Mechanisms	**Design** • Selecting a suitable linkage system to produce the desired motion. • Designing a wheel. • Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria. **Make** • Selecting materials according to their characteristics.	Design • Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design. Make • Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design. Evaluate • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.	Design • Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. Make • Following a design brief to make a pop up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.

	• Following a design brief • Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly. **Evaluate** • Evaluating different designs. • Testing and adapting a design. • Evaluating own designs against design criteria. • Using peer feedback to modify a final design.		**Evaluate** •Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement