

Hendal Primary School Curriculum Progression Ladder - Design and Technology

Design and Technology Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	<p>Can they think of some ideas of their own?</p> <p>Making Gingerbread men – Autumn 1, Stuffed beard – Autumn 2, Opera/dragon masks – spring treasure chests - summer</p> <p>Can they explain what they want to do?</p> <p>Making Gingerbread men – Autumn 1, Stuffed beard – Autumn 2, Opera/dragon masks – spring treasure chests - summer</p> <p>Can they use pictures and words to plan?</p> <p>Making Gingerbread men</p>	<p>Can they think of ideas and plan what to do next?</p> <p>Emergency vehicle design – Autumn 2, Pop up puppet – Africa - Spring 2, Fruit kebab – Summer 2</p> <p>Can they choose the best tools and materials?</p> <p>Emergency vehicle design – Autumn 2 (lights, windows, wipers, door handles)</p> <p>Can they give a reason why these are best?</p> <p>Emergency vehicle design – Autumn 2 - verbal</p> <p>Can they describe their design by using pictures,</p>	<p>Can they show that their design meets a range of requirements?</p> <p>Stone Age jewellery – autumn 1, Christmas decorations – Autumn 2, Roman Chariots/catapults – Spring, Anglo-Saxon houses – summer 1</p> <p>Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</p> <p>Chariots/catapult inc methods – Spring, Anglo-Saxon houses include methods – summer 1</p>	<p>Can they come up with at least one idea about how to create their product?</p> <p>(Ancient Greek pot – Autumn 1 & Viking Longboat – Spring 1&2)</p> <p>Do they take account of the ideas of others when designing?</p> <p>Can they produce a plan and explain it to others?</p> <p>(Ancient Greek pot – Autumn 1 & Viking Longboat – Spring 1&2)</p> <p>Can they suggest some improvements and say what was good and not so good</p>	<p>Can they come up with a range of ideas after they have collected information?</p> <p>Tudor Rose – 3d sculpture – Autumn 2</p> <p>Peg dolls designs - Spring</p> <p>Do they take a user’s view into account when designing?</p> <p>Peg dolls designs - Spring</p> <p>Can they produce a detailed step-by-step plan?</p> <p>Peg dolls designs - Spring</p> <p>Can they suggest some alternative plans and say what the good points and</p>	<p>Can they use a range of information to inform their design?</p> <p>Lighthouses - WW2 – Autumn</p> <p>Can they use market research to inform plans?</p> <p>Lighthouses - WW2 – Autumn including small models</p> <p>Can they work within constraints?</p> <p>Lighthouses - WW2 – Autumn</p> <p>Can they follow and refine their plan if necessary?</p> <p>Lighthouses - WW2 – Autumn</p> <p>Can they justify their plan to someone else?</p>

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	<p>– Autumn 1, Stuffed beard – Autumn 2, Opera/dragon masks – spring treasure chests - summer</p>	<p>diagrams, models and words. Emergency vehicle design – Autumn 2, Pop up puppet – Africa - Spring 2, Fruit kebab – Summer 2</p>	<p>Can they describe their design using an accurately labelled sketch and words? Roman Chariots/catapults – Spring, Anglo-Saxon houses – summer 1 – Annotate plans How realistic is their plan? Stone Age jewellery – autumn 1, Christmas decorations – Autumn 2, Roman Chariots/catapults – Spring, Anglo-Saxon houses – summer 1 Scaffolds</p>	<p>about their original design? (Ancient Greek pot – Autumn 1 & Viking Longboat – Spring 1&2)</p>	<p>drawbacks are about each? Peg dolls designs - Spring</p>	<p>Lighthouses - WW2 – Autumn Do they consider culture and society in their designs? Lighthouses - WW2 – Autumn</p>
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Working with tools, equipment, materials and components to make quality products	<p>Can they explain what they are making? Making Gingerbread men – Autumn 1, Stuffed beard – Autumn 2, Opera/dragon masks – spring treasure chests - summer</p> <p>Can they explain which tools are they using? Making Gingerbread men – Autumn 1, Stuffed beard – Autumn 2, Opera/dragon masks – spring, Treasure chests - summer</p>	<p>Can they join things (materials/ components) together in different ways? Emergency vehicle design – Autumn 2 (glue), Pop up puppet – Africa - Spring 2 (glue).</p>	<p>Can they use equipment and tools accurately? Stone Age jewellery – autumn 1, clay modelling and designs. Spring – mosaics making paper, Anglo-Saxon Houses – nets – summer 1</p>	<p>Can they tell if their finished product is going to be good quality? (Viking Longboat – Spring1) Are they conscience of the need to produce something that will be liked by others? (Ancient Greek pot – Autumn 1 & Viking Longboat – Spring 1&2) Can they show a good level of expertise when using a range of tools and equipment? (Ancient Greek pot – Autumn 1 & Viking Longboat – Spring 1&2)</p>	<p>Can they explain why their finished product is going to be of good quality? Peg dolls designs - Spring</p> <p>Can they explain how their product will appeal to the audience? Peg dolls designs - Spring</p> <p>Can they use a range of tools and equipment expertly? Victorian silhouettes – clay - Spring Peg dolls designs - Spring</p> <p>Do they persevere through different</p>	<p>Can they use tools and materials precisely? Lighthouses - WW2 – Autumn</p> <p>Do they change the way they are working if needed? Lighthouses - WW2 – Autumn</p>

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				<p>Do they work at their product even though their original idea might not have worked? (Ancient Greek pot – Autumn 1 & Viking Longboat – Spring 1&2)</p>	<p>stages of the making process? Peg dolls designs - Spring</p>	
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Evaluating processes and products	<p>Can they describe how something works? Stuffed bear – Autumn 2, Making 1, treasure chests (net for cuboid) – summer 2</p> <p>Can they talk about their own work and things that other people have done? Dragon masks (look at designs) – Spring 1</p>	<p>Can they explain what went well with their work? Emergency vehicle design – Autumn 2, Pop up puppet – Africa - Spring 2, Fruit kebab – Summer 2</p> <p>If they did it again, can they explain what they would improve? Emergency vehicle design – Autumn 2, Pop up puppet – Africa - Spring 2, Fruit kebab – Summer 2</p>	<p>Can they explain what they changed which made their design even better? Stone Age jewellery – autumn 1, Christmas decorations – Autumn 2, Roman Chariots/catapults – Spring, Anglo-Saxon houses – summer 1 Evaluation</p>	<p>Have they thought of how they will check if their design is successful? (Ancient Greek pot – Autumn 1)</p> <p>Can they begin to explain how they can improve their original design? (Ancient Greek pot – Autumn 1 & Viking Longboat – Spring 1&2)</p> <p>Can they evaluate their product, thinking of both appearance and the way it works? (Ancient Greek pot – Autumn 1 & Viking Longboat – Spring 1&2)</p>	<p>Do they keep checking that their design is the best it can be? Peg dolls designs - Spring</p> <p>Do they check whether anything could be improved? Peg dolls designs - Spring</p> <p>Can they evaluate appearance and function against the original criteria? Peg dolls designs - Spring</p>	<p>How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? Would different resources have improved their product? Would they need more or different information to make it even better? Does their product meet all design criteria? Did they consider the use of the product when selecting materials? Lighthouses - WW2 – Autumn</p>

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				<p>Do they take time to consider how they could have made their idea better? (Ancient Greek pot – Autumn 1 & Viking Longboat – Spring 1&2)</p>		<p>– evaluation format</p>
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Cooking and nutrition	<p>Can they cut food safely? Spring 1 & Spring 2 – healthy milkshakes and sandwiches (tea party)</p> <p>Can they describe the texture of foods? Food tasking before the milkshake making – Spring 2</p> <p>Do they wash their hands and make sure that surfaces are clean? All food topics – Spring 2 & summer 1</p> <p>Can they think of interesting ways of decorating food they have made, eg, cakes? Gingerbread men - Autumn 1</p>	<p>Can they describe the properties of the ingredients they are using? Fruit kebab & bread making (Warburtons) – Summer 2</p> <p>Can they explain what it means to be hygienic? Science – hygiene – Autumn (posters, food prep), Fruit kebab & bread making (Warburtons) – Summer 2</p> <p>Are they hygienic in the kitchen? Science – hygiene – Autumn (posters, food prep), Fruit</p>	<p>Can they choose the right ingredients for a product? Italian Café – Pizza Express Trip – Spring, Research food for Invaders banquet – Summer 1, Research Caribbean food – summer 2 – compare English to Caribbean food</p> <p>Can they use equipment safely? Italian Café – Pizza Express Trip – Spring, food for Invaders banquet – Summer 1, Caribbean food – summer 2. Food prep.</p> <p>Can they make sure that their</p>	<p>Do they know what to do to be hygienic and safe? Science -Oral hygiene & PSHE – Healthy and unhealthy bodies – Autumn)</p> <p>Have they thought what they can do to present their product in an interesting way?</p>	<p>Can they describe what they do to be both hygienic and safe? Bread making – Victorians – Warburtons visit - Spring</p> <p>How have they presented their product well? Bread making – Victorians – Warburtons visit - Spring</p>	<p>Can they explain how their product should be stored with reasons? WW2 – Ration biscuits Autumn</p> <p>Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</p>

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		<p>kebab & bread making (Warburtons) – Summer 2. Reminded throughout.</p>	<p>product looks attractive?</p> <p>Italian Café – Pizza Express Trip – Spring, food for Invaders banquet – Summer 1, Caribbean food – summer 2. Food prep.</p> <p>Can they describe how their combined ingredients come together?</p> <p>Italian Café – Pizza Express Trip – Spring, food for Invaders banquet – Summer 1, Caribbean food – summer 2. Food prep.</p> <p>Can they set out to grow plants such as cress and herbs from seed with the intention</p>			
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			<p>of using them for their food product?</p> <p>Science links – grow herbs – Spring – Summer</p>			
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Textiles	<p>Textiles Can they describe how different textiles feel? <i>Teddy bear making – Autumn 2</i> Can they make a product from textiles by gluing? <i>Teddy bear making (glue and sew) – Autumn 2</i></p>	<p>Textiles Can they measure textile? Can they join textiles together to make something? <i>How does your garden grow, Butterfly or flower (Summer 2)</i> Can they cut textiles? <i>How does your garden grow, Butterfly or flower (Summer 2) for decoration?</i> Can they explain why they chose a certain textile?</p>	<p>Textiles Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities?</p>	<p>Textiles Do they think what the user would want when choosing textiles? <i>(Under the Sea – cushion making – Summer 1)</i> Have they thought about how to make their product strong? <i>(Under the Sea – cushion making – Summer 1)</i> Can they devise a template? <i>(Under the Sea – cushion making – Summer 1)</i> Can they explain how to join things in a different way? <i>(Under the Sea – cushion making – Summer 1)</i></p>	<p>Do they think what the user would want when choosing textiles? <i>Peg dolls designs - Spring</i> How have they made their product attractive and strong? <i>Peg dolls designs - Spring</i> Can they make up a prototype first? <i>Peg dolls designs – Spring – clothing template</i> Can they use a range of joining techniques? <i>Tudor Rose – 3d sculpture –</i></p>	<p>Have they thought about how their product could be sold? Have they given considered thought about what would improve their product even more?</p>

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					Autumn 2, split pins Peg dolls designs – Spring – Glue/glue gun.	
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KS 1 Mechanisms KS 2 Electrical and mechanical components	<p>Can they make a product which moves? <i>Moving pictures seaside topic – Summer 2</i></p> <p>Can they cut materials using scissors? <i>Teddy bear – cut pattern – Autumn 2</i></p> <p>Can they describe the materials using different words? <i>Teddy bear – cut pattern – Autumn 2</i></p> <p>Can they say why they have chosen moving parts? <i>Moving pictures seaside topic – Summer 2</i></p>	<p>Can they join materials together as part of a moving product? <i>Emergency vehicle design – Autumn 2 (doweling and wheels), Pop up puppet – Africa - Spring 2 (Dowling into fabric).</i></p> <p>Can they add some kind of design to their product? <i>Emergency vehicle design – Autumn 2 (logo, colours), Pop up puppet – Africa - Spring 2 (colours, design).</i></p>	<p>Do they select the most appropriate tools and techniques to use for a given task? <i>Roman Chariots/catapults – Spring, Anglo-Saxon houses – summer 1</i></p> <p>Can they make a product which uses both electrical and mechanical components? <i>Roman Chariots/catapults – Spring – wheels or levers</i></p> <p>Can they use a simple circuit?</p> <p>Can they use a number of components? <i>Roman Chariots/catapults</i></p>	<p>Can they add things to their circuits? <i>Electricity – circuit building, lights and switches – Autumn 2</i></p> <p>How have they altered their product after checking it?</p> <p>Are they confident about trying out new and different ideas?</p>	<p>Can they incorporate a switch into their product?</p> <p>Can they refine their product after testing it?</p> <p>Can they incorporate hydraulics and pneumatics?</p>	<p>Can they use different kinds of circuit in their product? <i>Lighthouses - WW2 – Autumn – bulb circuit</i></p> <p>Can they think of ways in which adding a circuit would improve their product? <i>Lighthouses - WW2 – Autumn, switches & blubs</i></p>

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			- Spring – wheels or levers			
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<p>KS1- Use of materials</p> <p>KS 2- Stiff and flexible sheet materials</p>	<p>Can they make a structure/model using different materials?</p> <p>Transition from EYFS – Junk modelling station – CP outside area</p> <p>Is their work tidy?</p> <p>Transition from EYFS – Junk modelling station – CP outside area</p> <p>Can they make their model stronger if it needs to be?</p> <p>Transition from EYFS – Junk modelling station – CP outside area</p>	<p>Use of materials</p> <p>Can they measure materials to use in a model or structure?</p> <p>Emergency vehicle design – Autumn 2.</p> <p>Measure components.</p> <p>Can they join material in different ways?</p> <p>Emergency vehicle design – Autumn 2, Pop up puppet – Africa - Spring 2, Butterfly and flower – sewing.</p> <p>Can they use joining, folding or rolling to make it stronger?</p> <p>Pop up puppet – Africa - Spring 2</p>	<p>Do they use the most appropriate materials?</p> <p>Stone Age jewellery – autumn 1, Christmas decorations – Autumn 2, Roman Chariots/catapults – Spring, Anglo-Saxon houses – summer 1</p> <p>Can they work accurately to make cuts and holes?</p> <p>Stone Age jewellery – autumn 1, Christmas decorations – Autumn 2, Roman Chariots/catapults – Spring, Anglo-Saxon houses – summer 1</p>	<p>Can they measure carefully so as to make sure they have not made mistakes?</p> <p>Estimate – Viking longboats - Spring</p> <p>How have they attempted to make their product strong?</p> <p>Viking longboats - Spring</p>	<p>Are their measurements accurate enough to ensure that everything is precise?</p> <p>Tudor Rose – 3d sculpture – Autumn 2.</p> <p>Peg dolls designs – Spring – clothing template</p> <p>Victorian silhouettes portraits - Spring</p> <p>How have they ensured that their product is strong and fit for purpose?</p> <p>Tudor Rose – 3d sculpture – Autumn 2.</p> <p>Peg dolls designs – Spring – clothing template</p>	<p>Can they justify why they selected specific materials?</p> <p>Lighthouses - WW2 – Autumn</p> <p>How have they ensured that their work is precise and accurate?</p> <p>Can they hide joints so as to improve the look of their product?</p>

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		– coiled paper for stick.	Can they join materials? Stone Age jewellery – autumn 1, Christmas decorations – Autumn 2, Roman Chariots/catapults – Spring, Anglo-Saxon houses – summer 1		Victorian silhouettes portraits - Spring	
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<p>KS 1- Construction</p> <p>KS2- Mouldable materials</p>	<p>Can they talk with others about how they want to construct their product? <i>Treasure chest – Summer 2</i></p> <p>Can they select appropriate resources and tools for their building projects? <i>Treasure chest – Summer 2</i></p> <p>Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? <i>Treasure chest – Summer 2</i></p>	<p>Can they make sensible choices as to which material to use for their constructions? <i>Emergency vehicles – Autumn</i></p> <p>Can they develop their own ideas from initial starting points? <i>Emergency vehicles – Autumn</i></p> <p>Can they incorporate some type of movement into models? <i>Emergency vehicle design – Autumn 2 (wheels), Pop up puppet – Africa -</i></p>	<p>Do they select the most appropriate materials? <i>Stone Age jewellery – autumn 1, Christmas decorations – Autumn 2, Roman Chariots/catapults – Spring, Anglo-Saxon houses – summer 1</i></p> <p>Can they use a range of techniques to shape and mould? <i>Stone Age jewellery – autumn 1, Christmas decorations – Autumn 2, Roman Chariots/catapults – Spring, Anglo-Saxon houses – summer 1</i></p>	<p>Can they use a range of advanced techniques to shape and mould? <i>Ancient Greek pots (clay) – Autumn 1</i></p> <p>Do they use finishing techniques, showing an awareness of audience? <i>Ancient Greek pots (clay PVA glaze) – Autumn 1</i></p>	<p>Are they motivated enough to refine and further improve their product using mouldable materials? <i>Tudor Rose – 3d sculpture – Autumn 2. Peg dolls designs – Spring – clothing template Victorian silhouettes portraits - Spring</i></p>	<p>Can they justify why the chosen material was the best for the task? <i>Lighthouses - WW2 – Autumn</i></p> <p>Can they justify design in relation to the audience? <i>Lighthouses - WW2 – Autumn</i></p>

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		<p>Spring 2 (up & down). Can they consider how to improve their construction? Emergency vehicles – Autumn</p>	<p>Do they use finishing techniques? Stone Age jewellery – autumn 1, jewels, paint glaze.</p>			