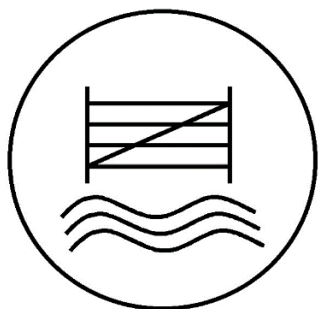




Ambergate Primary School
Achieve, Believe, Create
DT – Progression statements

Written:	September 2025
Review:	June 2026

Progression Statements

	Class 1 – EYFS and Y1		Class 2 – Y2 and Y3		Class 3 – Y4, Y5 and Y6	
Focused Activities	Superhero capes and masks - textiles	Spring A	Research, design, build a Sami house (wood/textiles)	Spring A	Design and make musical instruments	Spring A
	Lighthouse Keepers Lunch Pulleys, levers and wheels	Spring B	Influential designer in DT industry: Ingvar Kamprad – founder of Ikea Indian Tuk tuk (wood, axels)	Spring A Spring B	3D sculpture: erupting volcano Make something out of nothing! (Recycling)	Spring B Spring C
Optional Enhancement	Sensory toys	Autumn A	Make papyrus, add hieroglyphics (materials; draw and paint)	Autumn A	Viking Longship	Autumn A (22/23)
	Water squirters	Summer A	Box theatre and lighting: mechanical and electrical systems	Summer A	How key events and individuals in DT have helped shape the world	Summer A
	Wooden bird boxes	Summer B	Stone age rug/blanket (weaving)	Autumn B	Learn about great designers in history	Autumn B 21/22
	Moon buggies – Axles and wheels	Summer B	Influential chef in DT industry: Simon Rogan - foraging Habitat dioramas - materials; levers, links, pneumatic systems Influential Architect : Feilden Clegg Bradley (Sheffield brutalist) Influential designer : Ole Kirk Christiansen (Lego inventor)	Summer B Summer B		

Food & Nutrition (Selection Only)	Bread making/ Pizza making Healthy foods – fruit salad, preparing vegetables, soup making	Summer A Spring B Spring A	Traditional Egyptian dishes European dishes Chinese /Russian/Tudor dishes Seasonal/Foraging foods (British) Indian Food Buffet/Picnic <i>Choose 1-2 as enhancement for different terms</i>	Autumn A Spring A Summer A Autumn B Spring B Summer B	Chick pea soup Spicy Mexican Bean Chilli Fries	Autumn B Spring B
Design	Draw on own experience to help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make Model their ideas in card and paper Develop their design ideas applying findings from their earlier research		Generate ideas for an item by drawing on their own and other people's experiences Consider the products purpose and user Identify a purpose for what they intend to design and make Develop design ideas through discussion, observation, drawing and modelling Establish criteria for a successful product. Make drawings with labels when designing Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas		Generate ideas through brainstorming and identify a purpose for their product Evaluate existing products and identify criteria that can be used for their own designs Use results of investigations, information sources, including ICT when developing design ideas Draw up a specification for their design Make labelled drawings from different views showing specific features Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Plan the order of their work, choosing appropriate materials, tools and techniques	

			Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Explore, develop and communicate aspects of their design proposals by modelling ideas in a variety of ways
Make	Construct with a purpose in mind, using a variety of resources Begin to select tools and techniques needed to shape, assemble and join materials Use equipment and tools <i>eg scissors and a hole punch</i> safely With help, measure, mark out, cut and shape a range of materials (<i>including wood</i>) Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Explore and use mechanisms. <i>Eg, levers, sliders, wheels and axles</i> in their products. Select appropriate resources and adapt work where necessary Use simple finishing techniques to improve the appearance of their product	Select tools and materials; use appropriate vocabulary to name and describe them Work safely and accurately with a range of simple tools Measure, mark out, cut score and assemble components with more accuracy Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple item.) Use basic sewing techniques Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. Start to understand that mechanical and electrical systems have an input, process and output. Think about ideas during the making process, changing things to improve the product Start to use finishing techniques to strengthen and improve the appearance of a product using a range of equipment, including ICT	Select appropriate tools, materials, components and techniques Use skills with different tools and equipment safely and accurately Measure, mark out, cut and shape a range of materials accurately, using appropriate tools, equipment and techniques Cut, join and combine materials and components accurately in temporary and permanent ways Assemble components to make working models Sew using a range of different stitches, weave and knit Pin, sew and stitch materials together create a product Understand how electrical circuits and components can be used to create functional products. Understand how mechanical systems such as cams or pulleys or gears create movement Make modifications as the product progresses Use a variety of finishing techniques to strengthen and improve the appearance of a product using a range of equipment, including ICT Achieve a quality product

Evaluate	Evaluate the product by discussing how well it works in relation to the purpose Evaluate the product as it develops, identifying strengths and possible changes that might be made Evaluate the product by asking questions about what has been made and how this was achieved	Evaluate the product against original design criteria <i>e.g. how well it meets its intended purpose</i> Evaluate the products as it develops, identifying strengths and possible changes that might be made Talk about ideas, stating likes and dislikes Disassemble and evaluate familiar products Recognise successful inventors, designers, chefs and engineers, who have been influential in the design and technology industries.	Evaluate work both during and at the end of the assignment Evaluate products, identifying strengths and areas for development, and carrying out appropriate tests Evaluate products carrying out appropriate tests Evaluate products against the original design specification Evaluate products personally and seek evaluation from others Record evaluations using labelled drawings Evaluate against the original criteria and suggest ways that the product could be improved Investigate and analyse who designed the products, where products were designed and made, when products were designed and made, whether products can be recycled or reused. Recognise several inventors, designers, chefs, manufacturers and engineers, who have been influential in the design and technology industries.
Technical Knowledge	To show an interest in technological toys with knobs or pulleys, or real objects. To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images Begin to understand materials and their properties in order to strengthen, stiffen or reinforce products	Explore how materials and their properties can be used to strengthen, stiffen or reinforce products Choose materials and textiles for a purpose Explain how to join things, including textiles, in different ways Devise a template	Explain the qualities of materials to choose appropriate tools to cut and shape (<i>such as the nature of fabric may require sharper scissors than would be used to cut paper</i>) Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles

	Develop an understanding of how to use mechanical systems such as gears, pulleys, levers and linkages in designs and products	Understand and use mechanical systems like gears, pulleys, levers and linkages in designs and products Understand and use simple electrical circuits that include switches, bulbs, buzzers or motors in my products	Create circuits using electronics kits that employ a number of components (<i>such as LEDs, resistors, transistors and chips</i>) Develop a range of practical skills to create products (<i>such as cutting, drilling and screwing, nailing, gluing, filing and sanding</i>) Convert rotary motion to linear using cams Use innovative combinations of electronics (or computing) and mechanics in product designs Write more complex code to control and monitor models or products
Food and nutrition	Select and use appropriate fruit and vegetables, processes and tools Begin to understand that all food comes from plants or animals. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. Start to understand how to name and sort foods into the five groups in 'The Eat well plate' Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and hygienically, without using a heat source. Know how to use techniques such as cutting, peeling and grating. Use basic food handling, hygienic practices and personal hygiene	Start to know 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. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.	Understand that food is grown (<i>such as tomatoes, wheat and potatoes</i>), reared (<i>such as pigs, chickens and cattle</i>) and caught (<i>such as fish</i>) in the UK, Europe and the wider world. Begin to understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Weigh and measure accurately (time, dry ingredients, liquids)

		Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. Follow safe procedures for food safety, storage and hygiene Demonstrate hygienic food preparation, storage and personal hygiene	Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health. Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i>
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