



Design and Technology Principles Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
User	Pupils can say who is going to use their product	Pupils can say who is going to use their product	Pupils begin to have an understanding of the user of their product and use this information to inform their planning and design – recognising that products may not always be made for themselves They can explain in simple terms how they have designed their product with their user in mind	Pupils begin to have an understanding of the user of their product and use this information to inform their planning and design – recognising that products may not always be made for themselves They can explain in simple terms how they have designed their product with their user in mind	Pupils have a growing understanding of the user and make informed decisions about their designs by considering the users’ needs, wants, values and interests Pupils can explain why their design ideas have been changed or adapted to meet the needs of their user	Pupils have a growing understanding of the user and make informed decisions about their designs by considering the users’ needs, wants, values and interests Pupils can explain why their design ideas have been changed or adapted to meet the needs of their user	Pupils fully consider the user and function when planning their designs and consider the users’ needs, wants, values, interests and preferences They understand the importance of the user and can explain thoroughly how their product has been designed or adapted to meet the needs of the user	Pupils fully consider the user and function when planning their designs and consider the users’ needs, wants, values, interests and preferences They understand the importance of the user and can explain thoroughly how their product has been designed or adapted to meet the needs of the user
Purpose	Pupils explain in simple terms the purpose/use of their product	Pupils explain in simple terms the purpose/use of their product	Pupils understand that the products they are designing have a specific purpose Pupils begin to acquire evaluative skills and consider how their product could be improved Pupils can explain how their product is to be used	Pupils understand that the products they are designing have a specific purpose Pupils begin to acquire evaluative skills and consider how their product could be improved Pupils can explain how their product is to be used	Pupils understand that the products they are designing have a purpose and can articulate the task that their products have been designed to carry out Pupils use increasingly accurate evaluative skills to consider how their product, or the products of others, could be improved Pupils can explain how their product is to be used and how successful their product	Pupils understand that the products they are designing have a purpose and can articulate the task that their products have been designed to carry out Pupils use increasingly accurate evaluative skills to consider how their product, or the products of others, could be improved Pupils can explain how their product is to be used and how successful their product	Pupils can clearly communicate the purpose and use of the products they are designing They are able to effectively evaluate their finished products, and the products of others, and make considered recommendations as to how the product could be improved They can explain how their product is to be used and how successful their product	Pupils can clearly communicate the purpose and use of the products they are designing They are able to effectively evaluate their finished products, and the products of others, and make considered recommendations as to how the product could be improved They can explain how their product is to be used and how successful their product

					has been in the task for which it was created	has been in the task for which it was created	has been in the task for which it was created – they can explain the reasons why their product may not have been successful	has been in the task for which it was created – they can explain the reasons why their product may not have been successful
Functionality	Pupils can use simple vocabulary to explain how their product works	Pupils can use simple vocabulary to explain how their product works	<p>Pupils begin to understand that design ideas must allow a product to function effectively</p> <p>Pupils use basic technical and skills based vocabulary to explain the different functions of their products and how they work</p> <p>Pupils designs carry out the function for which they are designed</p>	<p>Pupils begin to understand that design ideas must allow a product to function effectively</p> <p>Pupils use basic technical and skills based vocabulary to explain the different functions of their products and how they work</p> <p>Pupils designs carry out the function for which they are designed</p>	<p>Pupils begin to make links between user and functionality when designing products and begin to question whether their designs are fit for purpose</p> <p>Pupils use their developing technical and skills based vocabulary to explain the different functions of their products and how they work</p> <p>Pupils designs fulfil the users’ needs, wants and purposes</p>	<p>Pupils begin to make links between user and functionality when designing products and begin to question whether their designs are fit for purpose</p> <p>Pupils use their developing technical and skills based vocabulary to explain the different functions of their products and how they work</p> <p>Pupils designs fulfil the users’ needs, wants and purposes</p>	<p>Pupils can make clear links between user and functionality and make products that work and function effectively</p> <p>Pupils use an range of technical and skills based vocabulary that has been acquired from previous learning to explain the different functions of their products and how they work</p> <p>Pupils designs fulfil the users’ needs, wants and purposes and pupils can articulate how this has been accomplished</p>	<p>Pupils can make clear links between user and functionality and make products that work and function effectively</p> <p>Pupils use an range of technical and skills based vocabulary that has been acquired from previous learning to explain the different functions of their products and how they work</p> <p>Pupils designs fulfil the users’ needs, wants and purposes and pupils can articulate how this has been accomplished</p>
Design Decisions	Pupils are given opportunities to make choices about their designs and give some reasons for their choices	Pupils are given opportunities to make choices about their designs and give some reasons for their choices	<p>Pupils’ skills in DT develop and begin to allow them to make conscious design decisions - they are able to explain the reasons for their choices</p> <p>With support, pupils are encouraged to make decisions about the form their products may take and how they will work</p> <p>Pupils understand and can articulate the task that the product will carry out and who the product will be for</p>	<p>Pupils’ skills in DT develop and begin to allow them to make conscious design decisions - they are able to explain the reasons for their choices</p> <p>With support, pupils are encouraged to make decisions about the form their products may take and how they will work</p> <p>Pupils understand and can articulate the task that the product will carry out and who the product will be for</p>	<p>Pupils’ design ideas and decisions are increasingly creative and demonstrate their growing technical knowledge</p> <p>Pupils can make decisions, sometimes with support, about the form their products may take and how they will work</p> <p>Pupils understand and can articulate the task that the product will carry out and who the product will be for and explain the choices they have made</p> <p>Designs often draw on knowledge and learning across other curriculum areas</p>	<p>Pupils’ design ideas and decisions are increasingly creative and demonstrate their growing technical knowledge</p> <p>Pupils can make decisions, sometimes with support, about the form their products may take and how they will work</p> <p>Pupils understand and can articulate the task that the product will carry out and who the product will be for and explain the choices they have made</p> <p>Designs often draw on knowledge and learning across other curriculum areas</p>	<p>Pupils’ designs draw on all prior learning, knowledge and understanding and skills from other curriculum areas are used with increasing skill</p> <p>Pupils make decisions independently about the form their products may take and how they will work</p> <p>Pupils understand and can articulate the task that the product will carry out, who the product will be for and explain the choices they have made throughout the planning and making processes</p> <p>Pupils’ designs often draw on knowledge and</p>	<p>Pupils’ designs draw on all prior learning, knowledge and understanding and skills from other curriculum areas are used with increasing skill</p> <p>Pupils make decisions independently about the form their products may take and how they will work</p> <p>Pupils understand and can articulate the task that the product will carry out, who the product will be for and explain the choices they have made throughout the planning and making processes</p> <p>Pupils’ designs often draw on knowledge and</p>

							learning across other curriculum areas and children can explain how their learning in other subjects has influenced their design ideas	learning across other curriculum areas and children can explain how their learning in other subjects has influenced their design ideas
Innovation	Pupils are given some scope to be original with their thinking	Pupils are given some scope to be original with their thinking	Pupils begin to make choices and requests for resources that allow their designs to be unique Pupils can talk about the starting point for their design ideas	Pupils begin to make choices and requests for resources that allow their designs to be unique Pupils can talk about the starting point for their design ideas	Pupils plan their products imaginatively and during the planning process make individual choices about what their finished product may look like Pupils can talk about the starting point for their design ideas and describe how their initial ideas may have changed throughout the design and making progress	Pupils plan their products imaginatively and during the planning process make individual choices about what their finished product may look like Pupils can talk about the starting point for their design ideas and describe how their initial ideas may have changed throughout the design and making progress	Pupils design and make products that are original and in-line with the design brief Pupils can talk about the starting point/stimulus for their design ideas and describe how their initial ideas may have changed throughout the design and making progress – they can reflect on their finished product and see how it may have changed from their initial ideas	Pupils design and make products that are original and in-line with the design brief Pupils can talk about the starting point/stimulus for their design ideas and describe how their initial ideas may have changed throughout the design and making progress – they can reflect on their finished product and see how it may have changed from their initial ideas
Authenticity	Pupils are given opportunities to be creative and make products that are believable to themselves	Pupils are given opportunities to be creative and make products that are believable to themselves	Pupils are able to make products that are believable, real and meaningful to themselves Pupils can say what is good about their product and how it could be improved	Pupils are able to make products that are believable, real and meaningful to themselves Pupils can say what is good about their product and how it could be improved	Pupils are able to be creative and make products that are believable, real and meaningful to themselves and to others Pupils can say what is good about their product and consider the work of other pupils to make suggestions as to how it could be improved	Pupils are able to be creative and make products that are believable, real and meaningful to themselves and to others Pupils can say what is good about their product and consider the work of other pupils to make suggestions as to how it could be improved	Pupils are able to be creative and make products that are believable, real and meaningful to themselves and to others and explain fully the processes behind their design and making decisions Pupils effectively analyse the strengths and weaknesses of their product and make comparisons to the work of others – they can offer effective suggestions as to how it could be improved	Pupils are able to be creative and make products that are believable, real and meaningful to themselves and to others and explain fully the processes behind their design and making decisions Pupils effectively analyse the strengths and weaknesses of their product and make comparisons to the work of others – they can offer effective suggestions as to how it could be improved