



Laughton All Saints C of E Primary School – KS1 Design & Technology Progression Grid

Disciplinary Knowledge				
	Mechanisms	Structures	Food	Textiles
Key Stage 1	<p style="text-align: center;"><u>Designing</u></p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p style="text-align: center;"><u>Making</u></p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. <p style="text-align: center;"><u>Evaluating</u></p> <ul style="list-style-type: none"> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. 	<p style="text-align: center;"><u>Designing</u></p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. <p style="text-align: center;"><u>Making</u></p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. <p style="text-align: center;"><u>Evaluating</u></p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. 	<p style="text-align: center;"><u>Designing</u></p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p style="text-align: center;"><u>Making</u></p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p style="text-align: center;"><u>Evaluating</u></p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. 	<p style="text-align: center;"><u>Designing</u></p> <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <p style="text-align: center;"><u>Making</u></p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. <p style="text-align: center;"><u>Evaluating</u></p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria.



Substantive Knowledge			
Mechanisms	Structures	Food	Textiles
<p><u>(Levers and Sliders)</u></p> <ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. <p><u>(Wheels and Axles)</u></p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the Eatwell plate. • Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.
Vocabulary			
<p><u>Sliders and Levers</u></p> <p>Mechanism Lever Slider Slot Guide or bridge</p> <p><u>Wheels and axles</u></p> <p>Axle Dowel Axle holder Chassis Friction</p>	<p>Freestanding structure Frame structure Shell structure Stability Buttress Brick bonding Mock-up</p>	<p>Fruit Vegetable Nutrients Pith Salad Sensory evaluation Kebab</p>	<p>Appliqué Design Embroider Evaluate Fray Glove puppet Mock-up Seam Sew Template</p>