DT Progression Year EYFS – Year 8

Developing Ideas – DT Workbook

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
DT Workbook		• Use the workbook to write down and draw simple ideas. • Record basic reasons for their design choices and share simple thoughts about what worked well. • Collect textures, patterns, and simple samples to use in their project.	• Plan and explore simple ideas by drawing and writing. • Gather and record textures, patterns, and samples used in their work. • Suggest simple improvements for their own projects. • Use simple words to describe their work, starting to develop a design vocabulary.	• Observe and record different materials, experimenting with them. • Use a design brief to come up with ideas for projects. • Plan and record the materials used for prototypes. • Explain decisions made, giving reasons for choices. • Add comments to show how to improve their work and reflect on what worked or didn't. • Use simple annotated sketches to communicate ideas.	• Collect and record visual information from different sources. • Plan and try out ideas, thinking about materials and techniques. • Use specific criteria to guide design choices and show how it will work through annotations. • Adapt and improve original ideas as they develop, recording changes in the workbook. • Keep notes to explain their intentions and innovations. • Use cross-sectional diagrams to show details. • Evaluate their product and suggest improvements to make it more appealing. • Start to use basic technical vocabulary to describe their work.	**Purpose:** Recording ideas and learning the habit of design thinking Pupils use sketchbooks to: • Record research findings (notes, images, comparisons) • Produce annotated sketches of ideas • List materials and tools • Reflect on what worked and what didn't Expectation: • Clear annotations • Simple success criteria • Evidence of learning, not perfection	**Purpose:** Refining ideas and justifying decisions Pupils use sketchbooks to: • Compare design options • Show improvements and changes • Record testing and evaluation • Link technical knowledge to design decisions Expectation: • Clear reasoning ("I chose this because…") • Increasing accuracy in drawings • Technical vocabulary used correctly	**Purpose:** Structured design thinking and visual communication Pupils use sketchbooks to: • Research users, products, and styles • Develop ideas using **CAFÉ**: ○ **C**ustomer (user needs) ○ **A**esthetics ○ **F**unction ○ **E**rgonomics • Ask and answer **QUE** questions: ○ **Q**uality ○ **U**ser ○ **E**nvironment **Drawing expectations:** • Annotated sketches • Exploded diagrams where appropriate • Introduction to **isometric drawing** for 3D ideas Expectation: • Design decisions clearly linked to research • Use of DT conventions, not just "nice drawings"	**Purpose:** Independent, GCSE-style design development Pupils use sketchbooks to: • Analyse systems and subsystems • Develop and refine ideas iteratively • Plan components and construction stages • Evaluate design decisions throughout the process **Drawing expectations:** • Confident use of **isometric paper** • Clear labelling of components • Diagrams that explain *how* things work, not just what they look like Expectation: • Sketchbooks show thinking over time • Evidence of iteration, testing, and refinement • Sketchbooks are working documents, not presentation books

WORKING DRAFT

DT Progression Year EYFS – Year 8

Cooking and Nutrition

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Project	**Explore understanding of food – A world of food** Festival foods Celebration foods	**Explore understanding of food - fruits** Fruit Kebabs Smoothies Apple Crumble	**Explore understanding of food – vegetables** Vegetable Soup Hummus and fresh Vegetables Coleslaw	**Explore understanding of food – carbohydrates** An investigation into world flour Flat Bread, Scones and Pasta	**Explore understanding of food – herbs and spices** Tomato Sauce Biscuits Spring Rolls (sweet and savoury)	**Food Technology – Dairy, Fats and Sugars** **Outcome:** A range of dishes demonstrating understanding of dairy, fats, and sugars	**Food Technology – Breakfasts Around the World** **Outcome:** A culturally informed breakfast dish 2 x Oat dishes Enchiladas	**Food Technology – Plant Based food** **Outcome:** Savoury dishes using meat alternatives, designed for a specific context Lentil Ragu Beanburgers Quorn Pie	**Food Technology – Fake-away** **Outcome:** A healthier version of a popular takeaway meal Healthy Burger Healthy Pizza Healthy Pot Noodle/Ramen
Food Preparation and Cooking	Explore and develop skills in - Mixing - Decorating - cutting - spreading	Explore and develop skills in - Cutting - Peeling - Mixing - Blending	Explore and develop skills in - Cutting/chopping - Peeling - Mashing - Grating - Mixing - Heating	Explore and develop skills in - Cutting/slicing - Peeling - Mixing - Blending - Grating - Kneading - Baking - Weighing and measuring	Explore and develop skills in - Slicing/ dicing/julienne - Peeling - Mixing/Blending - Grating - Baking - Weighing and measuring - Rolling/folding - Frying/boiling/ reducing - Seasoning	Explore and develop skills in - Slicing/ dicing/julienne - Peeling - Mixing/Blending - Grating - Baking - Weighing and measuring - Rolling/folding - Frying/boiling/ reducing - Seasoning	Compare ingredients and preparation methods Explore and develop skills in - Slicing/dicing/julienne - Peeling - Mixing/Blending - Grating - Baking - Weighing and measuring - Rolling/folding - Frying/boiling/reducing - Seasoning	Explore and develop skills in - Slicing/ dicing/julienne - Peeling - Mixing/Blending - Grating - Baking - Weighing and measuring - Rolling/folding - Frying/ boiling/reducing - Seasoning	Use appropriate technical vocabulary Explore and develop skills in - Slicing/dicing/julienne - Peeling - Mixing/Blending - Grating - Baking - Weighing and measuring - Rolling/folding - Frying/boiling/reducing - Seasoning

WORKING DRAFT

DT Progression Year EYFS – Year 8

Designing Making and Evaluating Food	• Begin to think of interesting ways to decorate food. • Describe differences between some food groups (i.e. sweet, vegetable etc.).	• Begin to design and create appealing products based on some simple design criteria. • Begin to learn how to evaluate their product. • Design food that is visually appealing.	• Make products look attractive. • Carefully select ingredients considering taste and texture. • Evaluate products made based on their own likes/dislikes.	• Think about presenting product in interesting/ attractive ways. • Explore how using different ingredients and methods can change the taste/texture of products. • Evaluate products made by themselves and others.	• Know that preparing foods in different ways produces a variety of outcomes, in terms of appearance and appeal. • Use a greater variety of preparation techniques. • Design, make and evaluate products made by themselves. • Evaluate products made by themselves and others, offering suggestions for improvement.	• Design simple dishes using specific ingredients • Consider taste, texture, and appearance • Set success criteria related to flavour and structure • Prepare and cook dishes safely • Apply correct techniques • Follow and adapt simple recipes • Evaluate dishes based on taste, texture, and appearance • Compare outcomes and suggest improvements	• Design a breakfast dish informed by research • Consider nutrition, taste, and cultural authenticity • Set success criteria linked to balance and suitability • Prepare and cook dishes independently and safely • Apply appropriate techniques • Adapt methods where necessary • Evaluate dishes for taste, nutrition, and cultural relevance • Justify improvements using evidence	• Design a dish using a meat alternative • Consider taste, texture, nutrition, and suitability • Set success criteria linked to purpose • Prepare and cook dishes safely and independently • Apply appropriate techniques for chosen ingredients • Adapt methods where needed • Evaluate dishes based on taste, texture, nutrition, and sustainability • Justify improvements using evidence	• Redesign a takeaway meal to be healthier • Consider nutrition, portion size, and appeal • Set success criteria linked to health and suitability • Prepare and cook dishes independently and safely • Adapt recipes to improve outcomes • Apply appropriate techniques confidently • Compare original and redesigned meals • Evaluate nutritional value, taste, and affordability • Justify improvements using evidence

WORKING DRAFT

DT Progression Year EYFS – Year 8

Nutrition	• Discuss how fruit and vegetables are healthy.	• Begin to know the properties of ingredients and the importance of varied diet. • Explain how food and drink are needed for active/healthy bodies.	• Describe how healthy diet equals variety/balance of food/drinks. • Think about how to grow plants to use in cooking. • Explore eat well plate; explain there are groups of food, describe "five a day".	• Describe eat well plate and how a healthy diet equals variety / balance of food and drinks. • Explain importance of food and drink for active, healthy bodies.	• Know that different foods affect bodily and oral health. • Know that some people have allergies or intolerances to specific foods or food groups. • Explore how food contains different amounts of energy, knowing which foods are energy dense.	• Where dairy, fats, and sugars come from • Their role in the diet • How they affect texture and taste	• Apply nutritional understanding accurately • Use appropriate food vocabulary • Explore nutritional balance and cultural context Pupils learn: • Cultural influences on food choices • Nutritional balance across meals • How preparation methods vary globally • Relationship between culture and diet	• Research meat alternatives and protein sources • Explore sustainability and dietary needs • Compare nutritional information	• Consider lifestyle and health implications • Apply nutritional understanding critically Pupils deepen understanding of: • Nutrition and health • Cost and accessibility of food • Lifestyle choices and long-term impact
Consumer Awareness	• Say where some foods come from, (i.e. plant or animal). • Describe textures, tastes and preferences of a variety of foods.	• Understand how a variety of food is grown and where their ingredients have come from. • Know that a variety of factors makes food appealing.	• Begin to understand food comes from UK and wider world, needing different environments/climate. • Explore branding of food and drink products. • Begin to explore the seasonality of food.	• To explore the reason for consumer choices • Begin to know that food is marketed specifically at consumers.	• Explore an understanding that food is grown, reared or caught in the UK or wider world and brought to the UK. • Understand ingredients can be fresh, pre-cooked or processed. • Develop an understanding of consumer choices. • Explore understanding of portion size.	• The function of dairy, fats, and sugars in cooking • Basic nutritional understanding • Apply knowledge of ingredient function • Use correct food vocabulary	• Research breakfast traditions from different cultures	• Apply understanding of nutrition and protein sources • Use accurate food vocabulary • Different types of meat alternatives • Nutritional value of protein sources • Environmental impact of food choices • How ingredient choice affects outcome	• Research popular takeaway foods • Analyse nutritional content, cost, and frequency of consumption • Consider lifestyle and health implications

WORKING DRAFT

DT Progression Year EYFS – Year 8

Food Safety and hygiene	• Know the importance of washing hands & cleaning surfaces. • Discuss the rules of food safety and hygiene.	• Explain hygiene and keep a hygienic kitchen. • Know when to ask for adult help to assist in cooking and preparing food.	• Use a greater variety equipment safely including asking for help when heating or preparing food. • Explain the basics of food hygiene including clean hands, surfaces, hair, jewellery, nail varnish.	• Know the importance of how to be safe/hygienic. • Understand how to use a greater variety of kitchen equipment safely. • Understand that food allergies affect safe food preparation.	• Explain how to be safe / hygienic and follow guidelines. • Know that food packaging and labels provide a source of information • Explore the importance of correct food storage	• Safe food preparation techniques • Work hygienically and safely	• Apply prior food hygiene and safety knowledge independently	• Apply prior hygiene and safety knowledge independently	• Apply food hygiene and safety knowledge independently

Construction – Structures

	EYFS	Year 1	Year 3	Year 6	Year 7	Year 8
Project	**Junk Modelling/ Construction**	**Inclusive Playground Design**	**Picture Frame as a Gift**	**Construction – Woodwork (Ball Bearing Game)**	**Decorative Materials – Jewellery (Pewter Casting or Enamelling)**	**Large-Scale Project – Fairground Ride (Mechanisms & Electronics)** **Outcome:** A working fairground ride model incorporating movement and control

WORKING DRAFT

DT Progression Year EYFS – Year 8

Research	• Collect different items that can be used for junk modelling, like boxes, bottles, and lids. • Talk about where these items come from and why reusing them is helpful.	• Explore different types of playgrounds and identify features that make them inclusive for everyone. • Learn about the materials used in playground structures and why they are chosen.	• Investigate different types of picture frames, focusing on how they are constructed and reinforced. • Consider what makes a picture frame visually appealing.	• Research existing ball-bearing and tabletop games • Identify how accuracy, layout, and structure affect playability • Investigate how wood is used in small-scale products	• Research existing jewellery products and decorative styles • Explore how materials, finish, and form affect appearance and suitability Identify user preferences and constraints	• Identify constraints and design challenges • Research existing fairground rides and mechanical systems • Analyse user experience, safety, and movement
Design	• Think about what they want to make, like a car, a robot, or a building. • Draw a simple picture to show what they want to create.	• Generate simple ideas for an inclusive playground, considering the needs of all community members. • Develop ideas through drawings, focusing on features that make the playground accessible.	• Create ideas for a picture frame, taking into account strength and aesthetics. • Develop and communicate ideas through annotated sketches, indicating where reinforcement is needed.	• Develop detailed annotated sketches showing layout and pathways • Consider dimensions, spacing, and structure • Set success criteria linked to reliability and usability	• Develop design ideas using **CAFÉ**: ○ **C**ustomer (user needs and preferences) ○ **A**esthetics (style, colour, finish) ○ **F**unction (wearability, durability) ○ **E**rgonomics (comfort, size, safety) • Use **QUE** to refine decisions: ○ **Q**uality ○ **U**ser ○ **E**nvironment • Produce annotated design sketches Introduce **isometric drawings** to communicate 3D form	• Communicate ideas through annotated sketches and **isometric drawings** • Develop a coherent design using **CAFÉ** and **QUE** • Plan components, roles, and construction stages
Make	• Use the junk materials to build their model, experimenting with stacking, sticking, and joining parts. • Practice using tools like glue sticks or tape to attach pieces.	• Practice joining different materials to build a simple model of a playground. • Use basic tools to cut, shape, and assemble components with teacher guidance.	• Plan the building process, listing materials and tools needed. • Accurately measure, cut, and join wood to build a strong frame. • Apply finishing touches to make the frame visually appealing as a gift.	• Measure, mark, and cut wood accurately • Drill holes and assemble components securely • Refine work during construction to improve quality	• Apply specialist processes safely and accurately • Work with increasing precision and attention to finish • Follow a planned sequence of making	• Test and refine throughout the build process • Build and assemble multiple components • Integrate mechanisms and electrical elements

WORKING DRAFT

DT Progression Year EYFS – Year 8

Evaluate	• Show their model to others and talk about what they made. • Discuss what they like about their creation and how they made it.	• Compare their playground model to existing playground structures, discussing what makes it inclusive. • Talk about what works well and what could be improved.	• Compare their picture frame to existing products, focusing on strength and appearance. • Discuss strengths and areas for improvement based on their design goals.	• Test the game for playability and reliability • Evaluate accuracy of construction and structure • Suggest realistic improvements based on testing	• Evaluate final products against CAFÉ and QUE criteria • Assess quality, durability, and suitability for the user • Suggest informed improvements	• Propose informed improvements • Evaluate function, reliability, and user experience • Reflect on teamwork and problem-solving
Technical Knowledge	• Learn how to join different items together using glue or tape. • Use simple terms like "stick," "build," "join," and "model."	• Learn different methods of joining materials, such as using glue or fasteners. • Understand simple structural features like balance and support.	• Learn how to reinforce materials to make them stronger. • Use correct terminology for materials and methods, such as "reinforcement," "join," and "aesthetic."	• Apply knowledge of wood properties and reinforcement • Select appropriate tools and techniques • Use correct technical vocabulary consistently	• Apply knowledge of material behaviour and decorative processes • Use correct specialist vocabulary • Understand how process choices affect outcome	• Use technical language fluently • Apply accumulated knowledge of materials, mechanisms, and electronics • Make informed technical decisions independently

Mechanisms

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 8
Project	**Mechanisms in our environment**	**Constructing a Book About Saving Energy (Sliders and Levers)**	**All-Terrain Litter Trolley (Wheels and Axles)**	**Shadow Puppet Character (Levers and Linkages)**	**Litter Picker (Hydraulics and Pneumatics)**	**Mini Trebuchets (Levers)**	**Victorian Toy (Cams)**	**Mechanisms & Electronics – Preparation Unit for Fairground**

WORKING DRAFT

DT Progression Year EYFS – Year 8

Research	• Explore different mechanisms found in the environment, like doors that open and close or wheels on a toy.	• Understand the concept of saving energy and why it is important at home and school. • Explore existing books that use simple sliders and levers.	• Learn about different ways to collect litter and why a cart might be better than carrying by hand. • Explore different wheel types and how they work on different surfaces.	• Investigate different types of shadow puppets and how they use movement. • Compare different types of linkages used in puppets to create motion.	• Explore different types of litter pickers and their mechanisms. • Learn how hydraulics and pneumatics are used in everyday products to create movement.	• Simple lever-based mechanisms (e.g. catapults, see-saws, cranes) • How changing pivot position affects movement and force • Basic historical and modern uses of levers	• Research Victorian toys and cam mechanisms • Explore different cam shapes and their effects on movement • Analyse how rotation creates repeated motion	• Research fairground rides and moving systems • Analyse how mechanisms and electrical systems work together • Identify constraints such as safety, stability, and reliability
Design	• Draw simple pictures to show how they want something to move, like a toy car or a gate.	• Generate simple ideas for an energy-saving information book. • Develop ideas through drawings, including where sliders and levers can be used.	• Use prior knowledge of levers to develop ideas for a litter trolley. • Draw and label the trolley design, showing where wheels and axles will be used..	• Develop ideas for a shadow puppet using their knowledge of levers from Year 1. • Create annotated sketches showing where linkages will create movement.	• Develop ideas for a litter picker using prior knowledge of levers and linkages. • Create a design that incorporates either a hydraulic or pneumatic mechanism.	• Produce annotated sketches of their trebuchet design • Identify key components (arm, pivot, base) • Agree simple success criteria (e.g. stability, distance, accuracy) •	• Design a cam system using labelled diagrams • Select cam types to achieve desired movement • Consider aesthetics alongside function	• Design and plan mechanical and electrical subsystems • Use **CAFÉ** and **QUE** to justify design choices • Produce annotated sketches and **isometric drawings** showing component interaction
Make	• Use simple materials like cardboard and paper to make a moving part, such as a wheel or a flap.	• Plan and suggest the next steps in making their book. • Create sliders and levers, using tools to cut and attach pieces accurately.	• Plan the building process step-by-step. • Use tools to measure, cut, and join parts to create a moving trolley, choosing materials based on their properties.	• Create linkages using card and split pins to allow movement. • Assemble the puppet, ensuring each part moves as intended.	• Formulate a step-by-step plan for making the litter picker. • Assemble materials, incorporating a simple hydraulic or pneumatic system for grabbing.	• Construct a stable base and pivot mechanism • Assemble a lever arm securely • Work safely with basic tools and materials	• Construct a cam and follower accurately • Assemble components so movement is smooth and reliable • Adjust components to improve performance	• Construct and test subsystems • Refine designs based on testing • Work with increasing independence and responsibility

WORKING DRAFT

DT Progression Year EYFS – Year 8

Evaluate	• Talk about how their model moves and what they like about it.	• Test how well the sliders and levers work in the book. • Discuss how their book helps communicate saving energy effectively.	• Test the trolley on different surfaces to see how well it moves. • Identify strengths and suggest improvements to make the trolley more effective..	• Test the puppet to see how effectively it moves and creates a shadow. • Discuss how the linkages improved the movement of the character.	• Test the litter picker to evaluate its reach, strength, and ease of use. • Identify what worked well and suggest improvements.	• Test their trebuchet and record results • Evaluate performance against success criteria • Suggest realistic improvements	• Test movement for smoothness and consistency • Evaluate reliability and visual impact • Suggest improvements based on performance	• Evaluate subsystem performance • Identify weaknesses and propose improvements • Reflect on reliability and safety
Technical Knowledge	• Understand basic movement, like how pushing or pulling can make something move. • Learn simple words like "wheel," "flap," and "push."	• Understand how sliders and levers work to create movement. • Use correct terms like "lever," "slider," and "pivot."	• Understand how wheels and axles function, including fixed vs. freely moving axles. • Use the vocabulary for parts like "axle," "wheel," and "chassis."	• Understand how linkages create movement by connecting levers. • Use terms like "linkage," "lever," and "pivot" accurately.	• Understand the basic principles of hydraulics and pneumatics. • Use terms like "hydraulic," "pneumatic," and "cylinder" accurately.	• Apply understanding of levers, pivots, and forces • Use correct technical vocabulary accurately • Understand how design choices affect performance	• Apply understanding of rotary motion • Use correct terminology (cam, follower, shaft) • Select appropriate materials for moving parts	• Apply previously taught knowledge of mechanisms and basic electronics • Select appropriate components and techniques • Use technical vocabulary accurately and consistently

Construction Textiles

	EYFS	Year 2	Year 4	Year 5	Year 7
Project	**Festival Decorations.**	**Glove Puppet for Mental Health (Monster Hand Puppet)**	**Teddy Bear from Recycled School Uniform**	**Construction – Textiles (Keyring or Pencil Case Monster)**	**Construction – Textiles with Mechanisms (Ugly Toy / 'Puglie')**

WORKING DRAFT

DT Progression Year EYFS – Year 8

Research	• Look at different decorations used in festivals, like bunting or hanging ornaments. • Talk about what colours and shapes they see in these decorations.	• Learn about mental health and why it is important for everyone, including ways we can talk about feelings. • Explore different types of glove puppets and how they can help express emotions.	• Explore the importance of recycling and repurposing old items to reduce waste. • Investigate different styles of teddy bears and the materials used to make them.	• Simple textile products and their features • Basic fabric types and their properties • How products are made durable	• Research novelty toys, branding, and promotional products • Explore how movement, structure, and materials are combined • Identify target audience and purpose
Design	• Draw a picture of a decoration they would like to make for a festival. • Choose their favourite colours and shapes for the decoration.	• Generate ideas for a monster hand puppet that can be used to promote mental health. • Draw a design for the puppet, labelling colours, materials, and features.	• Create a design for a teddy bear made from old school uniforms, considering the shape and features. • Include details on how different parts will be joined and reinforced.	• Design a textile product for a named user • Use annotated sketches to show size, shape, and decoration • Identify simple success criteria (fit for purpose, durability) •	• Develop ideas using **CAFÉ**, focusing on user and function • Use **QUE** to consider quality and environmental impact • Produce annotated sketches showing internal structure and movement • Use **isometric drawings** to communicate 3D form and components
Make	• Use fabric pieces, felt, or paper to create their decoration. • Practice simple skills like cutting out shapes and gluing or attaching pieces together.	• Follow the design to sew the puppet, using running stitch or whip stitch. • Use safe techniques for cutting fabric and joining parts.	• Use a range of stitches, including back stitch, to sew the teddy bear. • Carefully cut pieces from old uniforms and join them securely, ensuring a neat and strong finish.	• Cut fabric accurately • Use basic joining techniques securely • Assemble a finished product with attention to neatness	• Construct a textile product with internal support • Integrate a simple mechanism effectively • Adapt construction methods to solve problems
Evaluate	• Show their decoration to the group and talk about what they like about it. • Discuss how their decoration makes them feel.	• Test the puppet and discuss how well it represents emotions. • Compare the finished puppet to the original design, suggesting any improvements.	• Compare the teddy bear to the original design, discussing its appearance and sturdiness. • Reflect on how well the recycled materials worked and suggest any improvements.	• Evaluate their product against success criteria • Reflect on durability and appearance • Suggest improvements	• Test stability, movement, and durability • Evaluate suitability for promotional purpose • Suggest improvements linked to design intent
Technical Knowledge	• Learn simple words like "fabric," "cut," "stick," and "decorate." • Understand the idea of joining pieces together to make something.	• Learn how to use basic stitches like running stitch and whip stitch. • Understand the properties of different fabrics and why they are suitable for the puppet.	• Learn to use a variety of stitches, including back stitch, for different purposes. • Understand how to use different fabrics effectively and how to make strong joints.	• Apply understanding of fabric properties • Use joining techniques appropriately • Use correct textile vocabulary	• Apply knowledge of textile properties and joining methods • Apply understanding of simple mechanisms • Use appropriate technical vocabulary accurately

WORKING DRAFT