



KS3 D&T Progression Grid Year 7



Y7	Working Towards	Expected Standard	Greater Depth
	By the end of the year 7 students should be able to:	By the end of the year 7 students should be able to:	By the end of the year 7 students should be able to:
Textiles. Fabric snakes and ladders game			
DESIGN	With help use research techniques to Study Aboriginal Art. Draw a measured grid with help. Successfully generate ideas using some aspects of their research.	Effectively and independently use research techniques to Study Aboriginal Art using digital presentation. Independently draw an accurately measured grid. Successfully generate creative ideas, using their research.	Independently use research techniques to Study Aboriginal Art and select a range of information and images that are relevant to the design criteria. Independently draw an accurately measured grid and identify and explain any mistakes that may occur. Successfully generate creative ideas, using their research and having a clear understanding of why the research is needed.

MAKE	<p>Be able to use Textile equipment safely, with help, when adding colour to fabric using: Tie-dye, transfer crayons and fabric felts</p> <p>With help use a needle safely and accurately to successfully add ladders and snakes using a running stitch.</p>	<p>Follow a teacher's demonstration, to use Textile equipment safely when adding colour to fabric using: Tie-dye, transfer crayons and fabric felts</p> <p>Follow a teacher's demonstration to use a needle safely and accurately to add ladders and snakes using a running stitch.</p>	<p>To independently and with confidence use Textile equipment safely when adding colour to fabric using: Tie-dye, transfer crayons and fabric felts.</p> <p>Independently and confidently use a needle to successfully add ladders and snakes using a variety of stitches and be able to inform others of safety.</p>
EVALUATE	<p>Select images from other cultures and create a presentation.</p> <p>Test, evaluate and refine their ideas using a selection of questions as a prompt.</p>	<p>Analyse the work of others cultures to develop and broaden their understanding.</p> <p>Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.</p>	<p>Analyse the work of others cultures to develop and broaden their understanding and select appropriate images to enhance their design ideas.</p> <p>Test, evaluate and refine their ideas and products against a specification and confidently vocalise why and how the changes will be made.</p>
TECHNICAL KNOWLEDGE	<p>Explain where cotton comes from and what absorbent means.</p>	<p>Understand where cotton comes from and why the properties of cotton make it a functional material for the snakes and ladders game.</p>	<p>Have a clear understanding why the properties of cotton make it a functional material for the snakes and ladders game. Understand why the cotton fabric frays.</p>

Y7			
DESIGN	<p>With help use research techniques to study cartoon images suitable for young children.</p> <p>Successfully generate ideas using some aspects of their research.</p>	<p>Effectively and independently use research techniques to study cartoon images suitable for young children selecting images and limited information that help to identify and understand user needs.</p> <p>Successfully generate creative labelled sketches, using their research.</p>	<p>Independently use research techniques to Study cartoon images suitable for young children selecting a range information and images that help to identify and understand user needs</p> <p>Successfully generate creative and annotated ideas that show a clear understanding of users needs.</p>
MAKE	<p>With help use workshop hand tools, techniques, processes, equipment and machinery safely, including the vacuum former.</p> <p>With help use a range of materials, including woods and polymers and understand their basic properties.</p>	<p>Follow a teacher's demonstration to use workshop hand tools, techniques, processes, equipment and machinery safely, with some accuracy, including the vacuum former.</p> <p>Follow a teacher's demonstration to use a range of materials, including woods and polymers and understand their basic properties.</p>	<p>Independently and with confidence select and use workshop hand tools, techniques, processes, equipment and machinery safely, with accuracy, including the vacuum former.</p> <p>Independently and with confidence select and use a range of materials understanding their properties.</p>
EVALUATE	<p>Select images suitable for young children.</p> <p>Test, evaluate their ideas using a selection of questions as a prompt.</p>	<p>Analyse existing products to broaden their understanding of suitability and safety.</p> <p>Test, evaluate and refine their ideas and products against a specification, considering the views of intended users.</p>	<p>Analyse the work of others to develop and broaden their understanding and select appropriate images to enhance their design ideas.</p> <p>Test, evaluate and refine their ideas and products against a specification and confidently vocalise why and how the changes will be made.</p>

**TECHNICAL
KNOWLEDGE**

Understand where wood comes from and the difference between hard and soft wood.

Understand where wood comes from and the difference between hard and soft wood and that HIPS is a thermoplastic and that it can be shaped easily.

Understand that HIPS is a thermoplastic that can be shaped easily and know the difference between natural and manufactured boards.