Oldbury Wells

KS3 Progression Grid – DT

	STRAND 1 Research	STRAND 2 Designing	STRAND 3 Making	STRAND 4 Evaluating	STRAND 5 Knowledge & Understanding
9	**All of the below and:** •Conducts independent, self-directed research beyond the brief. •Critically evaluates sources and context. •Uses research to justify complex design decisions.	**All of the below and:** •Produces innovative and well-justified design solutions. •Iterates designs independently to optimise outcomes. •Communicates designs with precision, including CAD.	**All of the below and:** •Produces high-quality outcomes with precision and consistency. •Adapts techniques independently to achieve outcomes. •Applies advanced techniques confidently, including CAD/CAM.	**All of the below and:** •Critically evaluates outcomes in context (user, function, sustainability). •Justifies decisions using evidence and feedback. •Proposes sophisticated and realistic improvements.	**All of the below and:** •Demonstrates comprehensive understanding of materials, systems and processes. •Applies knowledge to justify decisions. •Uses technical vocabulary accurately and fluently.
8	**All of the below and:** •Selects and uses research critically. •Analyses environmental, user and contextual factors. •Produces a justified specification.	**All of the below and:** •Iteratively refines designs based on testing. •Produces designs that optimise function. •Uses precise annotation (dimensions, materials, processes).	**All of the below and:** •Produces outcomes with high accuracy and quality control. •Selects and adapts tools effectively. •Works independently with efficiency.	**All of the below and:** •Evaluates outcomes critically (function, user, sustainability). •Justifies decisions using technical knowledge. •Proposes detailed improvements.	**All of the below and:** •Applies detailed technical knowledge. •Analyses trade-offs (cost, performance, manufacture). •Uses accurate technical vocabulary.
7	**All of the below and:** •Analyses research to inform decisions. •Links research to user needs. •Uses primary and secondary sources.	**All of the below and:** •Develops and refines designs based on research. •Links ideas to specification. •Produces a range of developed ideas.	**All of the below and:** •Produces outcomes with consistent accuracy. •Uses tools confidently and safely. •Refines work during making.	**All of the below and:** •Analyses outcomes in terms of function and user. •Justifies improvements using evidence. •Uses testing to inform development.	**All of the below and:** •Applies knowledge to design decisions. •Explains manufacturing processes. •Understands systems or mechanisms securely.
6	**All of the below and:** •Analyses existing products clearly. •Uses research to inform design. •Writes a specification linked to user needs.	**All of the below and:** •Develops designs that meet requirements. •Uses annotation to justify decisions. •Evaluates designs against specification.	**All of the below and:** •Produces outcomes with good accuracy. •Selects tools independently. •Applies techniques effectively.	**All of the below and:** •Evaluates outcomes against specification. •Explains strengths and improvements. •Shows understanding of iteration.	**All of the below and:** •Applies knowledge to solve problems. •Explains decisions with reasoning. •Understands environmental considerations.
5	**All of the below and:** •Conducts relevant research. •Identifies user needs. •Produces a basic specification.	**All of the below and:** •Produces designs that meet a specification. •Uses annotation to explain ideas. •Generates more than one idea.	**All of the below and:** •Produces outcomes mostly accurate. •Selects tools following demonstration. •Applies techniques with some control.	**All of the below and:** •Evaluates against specification. •Identifies strengths and weaknesses. •Suggests simple improvements.	**All of the below and:** •Explains materials and processes. •Uses technical vocabulary appropriately. •Identifies improvements.
4	**All of the below and:** •Identifies features of products. •Completes simple product analysis. •Produces a simple specification.	**All of the below and:** •Produces simple design ideas. •Communicates ideas with some detail. •Uses basic drawing methods.	**All of the below and:** •Completes practical work with some accuracy. •Selects tools with guidance. •Applies basic techniques.	**All of the below and:** •Describes what went well. •Identifies simple improvements.	**All of the below and:** •Explains basic material properties. •Understands simple design considerations. •Uses some technical vocabulary.
3	**All of the below and:** •Describes products and users. •Makes simple links between research and design.	**All of the below and:** •Produces simple ideas. •Attempts to communicate visually.	**All of the below and:** •Uses tools with support. •Follows processes with guidance.	**All of the below and:** •Identifies simple strengths or weaknesses. •Gives basic explanations.	**All of the below and:** •Describes materials and processes. •Shows awareness of safety.
2	**All of the below and:** •Identifies simple product features. •Gathers basic research.	**All of the below and:** •Produces simple and repetitive ideas. •Uses basic drawing.	**All of the below and:** •Uses tools with significant support. •Shows limited control.	**All of the below and:** •States what worked. •Gives limited improvements.	**All of the below and:** •Names materials and tools. •Recognises simple processes.
1	•Recognises simple products. •Understands the brief.	•Produces simple ideas with support. •Communicates basic designs.	•Uses tools with full support. •Follows instructions.	•Gives simple opinions. •Identifies what is good.	•Recognises materials and tools. •Recalls simple facts.