

Burton Leonard Church of England (VC) Primary School



Design and Technology Assessment Tracker

Pupil:

Cohort:

	0-9	Emerging	0-12	Emerging		Emerging	0-15	Emerging	0-17	Emerging	0-16	Emerging	0-19	Emerging		Emerging																								
	10-20	Developing	13-24	Developing		Developing	16-32	Developing	18-36	Developing	17-35	Developing	20-39	Developing		Developing																								
	21-29	Expected	25-38	Expected		Expected	33-43	Expected	37-50	Expected	36-49	Expected	40-56	Expected		Expected																								
	Year 1		Year 2		End of KS1		Year 3		Year 4		Year 5		Year 6		End of KS2																									
Design	have own ideas	explain what I want to do	explain what my product is for, and how it will work	use pictures and words to plan, begin to use models	design a product for myself following design criteria	research similar existing products	have own ideas and plan what to do next	explain what I want to do and describe how I may do it	explain purpose of product, how it will work and how it will be suitable for the user	describe design using pictures, words, models, diagrams, begin to use ICT	design products for myself and others following design criteria	choose best tools and	design purposeful, functional, appealing products for themselves and other users based on design criteria	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. and, where appropriate, information and communication technology	begin to research others' needs show design meets a range of requirements	describe purpose of product	follow a given design criteria	have at least one idea about how to create product	create a plan which shows order, equipment and tools	describe design using an accurately labelled sketch and words	use research for design ideas	show design meets a range of requirements and is fit for purpose	begin to create own design criteria	have at least one idea about how to create product and suggest improvements for design.	produce a plan and explain it to others	say how realistic plan is	use internet and questionnaires for research and design ideas	take a user's view into account when designing	begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose	create own design criteria	have a range of ideas	produce a logical, realistic plan and explain it to others.	draw on market research to inform design	use research of user's individual needs, wants, requirements for design	identify features of design that will appeal to the intended user	create own design criteria and specification	come up with innovative design ideas	follow and refine a logical plan	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern

		<p>materials, and explain choices</p> <p>use knowledge of existing products to produce ideas</p>		<p>make design decisions</p> <p>explain how product will work</p> <p>make a prototype</p> <p>begin to use computers to show design</p>	<p>include an annotated sketch</p> <p>make and explain design decisions considering availability of resources</p> <p>explain how product will work</p> <p>make a prototype</p> <p>begin to use computers to show design.</p>	<p>use cross-sectional planning and annotated sketches</p> <p>make design decisions considering time and resources</p> <p>clearly explain how parts of product will work</p> <p>model and refine design ideas by making prototypes and using pattern pieces. use computer-aided designs</p>	<p>use annotated sketches, cross-sectional planning and exploded diagrams</p> <p>make design decisions, considering, resources and cost</p> <p>clearly explain how parts of design will work, and how they are fit for purpose</p> <p>independently model and refine design ideas by making prototypes and using pattern pieces</p> <p>use computer-aided designs</p>	<p>pieces and computer-aided design</p>
Make	<p>explain what I'm making and why consider what I need to do next</p> <p>select tools/equipment to cut, shape, join, finish and explain choices</p> <p>measure, mark out, cut and shape, with support</p> <p>choose suitable materials and explain choices</p> <p>try to use finishing</p>	<p>explain what I am making and why it fits the purpose</p> <p>make suggestions as to what I need to do next</p> <p>join materials/components together in different ways</p> <p>measure, mark out, cut and shape materials and components, with support</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>select suitable tools/equipment, explain choices</p> <p>begin to use them accurately</p> <p>select appropriate materials, fit for purpose</p> <p>work through plan in order</p> <p>consider how good product will be</p> <p>begin to measure, mark out, cut and shape</p>	<p>select suitable tools and equipment</p> <p>explain choices in relation to required techniques and use accurately</p> <p>select appropriate materials, fit for purpose</p> <p>explain choices</p> <p>work through plan in order</p> <p>realise if product is going to be good quality</p>	<p>use selected tools/equipment with good level of precision</p> <p>produce suitable lists of tools, equipment/materials needed</p> <p>select appropriate materials, fit for purpose; explain choices, considering functionality</p> <p>create and follow detailed step-by-step plan</p>	<p>use selected tools and equipment precisely</p> <p>produce suitable lists of tools, equipment, materials needed, considering constraints</p> <p>select appropriate materials, fit for purpose</p> <p>explain choices, considering functionality and aesthetics</p>	<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their</p>

	<p>techniques to make product look good</p> <p>work in a safe and hygienic manner</p>	<p>describe which tools I'm using and why</p> <p>choose suitable materials and explain choices depending on characteristics</p> <p>use finishing techniques to make product look good</p> <p>work safely and hygienically</p>		<p>materials/components with some accuracy</p> <p>begin to assemble, join and combine materials and components with some accuracy</p> <p>begin to apply a range of finishing techniques with some accuracy</p>	<p>measure, mark out, cut and shape materials/components with some accuracy</p> <p>assemble, join and combine materials and components with some accuracy</p> <p>apply a range of finishing techniques with some accuracy</p>	<p>explain how product will appeal to an audience</p> <p>mainly accurately measure, mark out, cut and shape materials/components</p> <p>mainly accurately assemble, join and combine materials/components</p> <p>mainly accurately apply a range of finishing techniques use techniques that involve a small number of steps</p> <p>begin to be resourceful with practical problems</p>	<p>create, follow, and adapt detailed step-by-step plans explain how product will appeal to audience</p> <p>make changes to improve quality</p> <p>accurately measure, mark out, cut and shape materials and components</p> <p>accurately assemble, join and combine materials and components</p> <p>accurately apply a range of finishing techniques</p> <p>use techniques that involve a number of steps</p> <p>be resourceful with practical problems</p>	<p>functional properties and aesthetic qualities</p>
Evaluate	<p>talk about my work, linking it to what I was asked to do</p> <p>talk about existing products considering: use, materials, how they work, audience, where they might be used</p> <p>talk about existing products,</p>	<p>describe what went well, thinking about design criteria</p> <p>talk about existing products considering: use, materials, how they work, audience, where they might be used;</p> <p>express personal opinion</p>	<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	<p>look at design criteria while designing and making</p> <p>use design criteria to evaluate finished product</p> <p>say what I would change to make design better</p> <p>begin to evaluate existing products, considering: how</p>	<p>refer to design criteria while designing and making</p> <p>use criteria to evaluate product</p> <p>begin to explain how I could improve original design</p> <p>evaluate existing products, considering: how well they've</p>	<p>evaluate quality of design while designing and making evaluate ideas and finished product against specification, considering purpose and appearance</p> <p>test and evaluate final product</p> <p>evaluate and discuss existing products, considering: how well</p>	<p>evaluate quality of design while designing and making; is it fit for purpose?</p> <p>keep checking design is best it can be</p> <p>evaluate ideas and finished product against specification, stating if it's fit for purpose</p>	<p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and</p>

	<p>and say what is and isn't good</p> <p>talk about things that other people have made</p> <p>begin to talk about what could make product better</p>	<p>evaluate how good existing products are</p> <p>talk about what I would do differently if I were to do it again and why</p>		<p>well they have been made, materials, whether they work, how they have been made, fit for purpose</p> <p>begin to understand by whom, when and where products were designed</p> <p>learn about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products</p>	<p>been made, materials, whether they work, how they have been made, fit for purpose</p> <p>discuss by whom, when and where products were designed</p> <p>research whether products can be recycled or reused</p> <p>know about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products</p>	<p>they've been made, materials, whether they work, how they have been made, fit for purpose</p> <p>begin to evaluate how much products cost to make and how innovative they are</p> <p>research how sustainable materials are</p> <p>talk about some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products</p>	<p>test and evaluate final product; explain what would improve it and the effect different resources may have had</p> <p>do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose</p> <p>evaluate how much products cost to make and how innovative they are</p> <p>research and discuss how sustainable materials are</p> <p>consider the impact of products beyond their intended purpose</p> <p>discuss some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products</p>	<p>individuals in design and technology have helped shape the world</p>
<p>Technical knowledge - structure</p>	<p>begin to measure and join materials, with some support</p> <p>describe differences in materials</p>	<p>measure materials</p> <p>describe some different characteristics of materials</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>use appropriate materials</p> <p>work accurately to make cuts and holes</p> <p>join materials</p>	<p>measure carefully to avoid mistakes</p> <p>attempt to make product strong</p>	<p>select materials carefully, considering intended use of product and appearance</p> <p>explain how product meets design criteria</p>	<p>select materials carefully, considering intended use of the product, the aesthetics and functionality</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>

	suggest ways to make material/product stronger	<p>join materials in different ways</p> <p>use joining, rolling or folding to make it stronger</p> <p>use own ideas to try to make product stronger</p>		begin to make strong structures	<p>continue working on product even if original didn't work</p> <p>make a strong, stiff structure</p>	<p>measure accurately enough to ensure precision</p> <p>ensure product is strong and fit for purpose</p> <p>begin to reinforce and strengthen a 3D frame</p>	<p>explain how product meets design criteria</p> <p>reinforce and strengthen a 3D frame</p>	
Technical knowledge - mechanisms	begin to use levers or slides	<p>use levers or slides</p> <p>begin to understand how to use wheels and axles</p>	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<p>select appropriate tools / techniques</p> <p>alter product after checking, to make it better</p> <p>begin to try new/different ideas</p> <p>use simple lever and linkages to create movement</p>	<p>select most appropriate tools / techniques</p> <p>explain alterations to product after checking it</p> <p>grow in confidence about trying new / different ideas.</p> <p>use levers and linkages to create movement</p> <p>use pneumatics to create movement</p>	<p>refine product after testing</p> <p>grow in confidence about trying new / different ideas</p> <p>begin to use cams, pulleys or gears to create movement</p>	<p>refine product after testing, considering aesthetics, functionality and purpose</p> <p>incorporate hydraulics and pneumatics</p> <p>be confident to try new / different ideas</p> <p>use cams, pulleys and gears to create movement</p>	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

<p style="text-align: center;">Technical knowledge - textiles</p>	<p>measure, cut and join textiles to make a product, with some support</p> <p>choose suitable textiles</p>	<p>measure textiles join textiles together to make a product, and explain how I did it</p> <p>carefully cut textiles to produce accurate pieces</p> <p>explain choices of textile</p> <p>understand that a 3D textile structure can be made from two identical fabric shapes.</p>		<p>join different textiles in different ways</p> <p>choose textiles considering appearance and functionality</p> <p>begin to understand that a simple fabric shape can be used to make a 3D textiles project</p>	<p>think about user when choosing textiles</p> <p>think about how to make product strong</p> <p>begin to devise a template</p> <p>explain how to join things in a different way</p> <p>understand that a simple fabric shape can be used to make a 3D textiles project</p>	<p>think about user and aesthetics when choosing textiles</p> <p>use own template</p> <p>think about how to make product strong and look better</p> <p>think of a range of ways to join things</p> <p>begin to understand that a single 3D textiles project can be made from a combination of fabric shapes</p>	<p>think about user's wants/needs and aesthetics when choosing textiles</p> <p>make product attractive and strong</p> <p>make a prototype</p> <p>use a range of joining techniques think about how product might be sold</p> <p>think carefully about what would improve product</p> <p>understand that a single 3D textiles project can be made from a combination of fabric shapes</p>	
<p style="text-align: center;">Technical knowledge – food and nutrition</p>	<p>describe textures</p> <p>wash hands & clean surfaces</p> <p>think of interesting ways to decorate food</p> <p>say where some foods come from, (i.e. plant or animal)</p> <p>describe differences between some food groups (i.e. sweet, vegetable etc.)</p> <p>discuss how fruit and vegetables are healthy</p>	<p>explain hygiene and keep a hygienic kitchen</p> <p>describe properties of ingredients and importance of varied diet say where food comes from (animal, underground etc.)</p> <p>describe how food is farmed, home-grown, caught</p> <p>draw eat well plate;</p> <p>explain there are groups of food</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	<p>carefully select ingredients</p> <p>use equipment safely</p> <p>make product look attractive</p> <p>think about how to grow plants to use in cooking</p> <p>begin to understand food comes from UK and wider world describe how healthy diet= variety/balance of food/drinks</p>	<p>explain how to be safe/hygienic</p> <p>think about presenting product in interesting/ attractive ways</p> <p>understand ingredients can be fresh, pre-cooked or processed</p> <p>begin to understand about food being grown, reared or caught in the UK or wider world</p> <p>describe eat well plate and how a healthy diet=variety /</p>	<p>explain how to be safe / hygienic and follow own guidelines</p> <p>present product well - interesting, attractive, fit for purpose</p> <p>begin to understand seasonality of foods</p> <p>understand food can be grown, reared or caught in the UK and the wider world</p> <p>describe how recipes can be adapted to change appearance, taste, texture, aroma</p>	<p>understand a recipe can be adapted by adding / substituting ingredients</p> <p>explain seasonality of foods</p> <p>learn about food processing methods</p> <p>name some types of food that are grown, reared or caught in the UK or wider world</p> <p>adapt recipes to change appearance, taste, texture or aroma</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and</p>

	cut, peel and grate safely, with support	describe "five a day" cut, peel and grate with increasing confidence		explain how food and drink are needed for active/healthy bodies. prepare and cook some dishes safely and hygienically grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	balance of food and drinks explain importance of food and drink for active, healthy bodies prepare and cook some dishes safely and hygienically use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	explain how there are different substances in food / drink needed for health prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	describe some of the different substances in food and drink, and how they can affect health prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	
Technical knowledge- electrical systems				use simple circuit in product learn about how to program a computer to control product.	use number of components in circuit program a computer to control a product	incorporate switch into product confidently use number of components in circuit begin to be able to program a computer to monitor changes in environment and control a product	use different types of circuit in product think of ways in which adding a circuit would improve product program a computer to monitor changes in environment and control product	understand and use electrical systems in their products [for example, series circuits