

Key Assessment Criteria



Being a designer

The key assessment criteria for design and technology have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as designers.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value.

In devising the key assessment criteria, judgements had to be made about what is considered age appropriate in line with the key stage programmes of study. These have been tested and evaluated by class teachers.

In presenting these criteria, there is no suggestion that this is the only 'correct' sequence; but rather a suggestion to help teachers plan and assess.

What the National Curriculum requires in design and technology at KS1

When designing and making, pupils should be taught to:

Design

- 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

Design

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Make

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Evaluate

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Technical knowledge

What the National Curriculum requires in design and technology at KS2

When designing and making, pupils should be taught to:

Design

- 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 pieces and computer-aided design

Design

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Make

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Evaluate

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

Technical knowledge

What the National Curriculum requires in cooking and nutrition at KS1 and KS2

Pupils should be taught to:

Key stage 1

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Key Stage
1

Key stage 2

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Key Stage
2

A Year 1 designer	A Year 2 designer	A Year 3 designer
<ul style="list-style-type: none"> • I use my own ideas to make something. • I describe how something works. • I cut food safely. • I make a product which moves. • I make my model stronger. • I explain to someone else how I want to make my product. • I choose appropriate resources and tools. • I make a simple plan before making. 	<ul style="list-style-type: none"> • I think of an idea and plan what to do next. • I choose tools and materials and explain why I have chosen them. • I join materials and components in different ways. • I explain what went well with my work. • I explain why I have chosen specific textiles. • I measure materials to use in a model or structure. • I describe the ingredients I am using. 	<ul style="list-style-type: none"> • I prove that my design meets some set criteria. • I follow a step-by-step plan, choosing the right equipment and materials. • I design a product and make sure that it looks attractive. • I choose a material for both its suitability and its appearance. • I select the most appropriate tools and techniques for a given task. • I make a product which uses both electrical and mechanical components. • I work accurately to measure, make cuts and make holes. • I describe how food ingredients come together.

A Year 4 designer	A Year 5 designer	A Year 6 designer
<ul style="list-style-type: none"> • I use ideas from other people when I am designing. • I produce a plan and explain it. • I evaluate and suggest improvements for my designs. • I evaluate products for both their purpose and appearance. • I explain how I have improved my original design. • I present a product in an interesting way. • I measure accurately. • I persevere and adapt my work when my original ideas do not work. • I know how to be both hygienic and safe when using food. 	<ul style="list-style-type: none"> • I come up with a range of ideas after collecting information from different sources. • I produce a detailed, step-by-step plan. • I suggest alternative plans; outlining the positive features and draw backs. • I explain how a product will appeal to a specific audience. • I evaluate appearance and function against original criteria. • I use a range of tools and equipment competently. • I make a prototype before make a final version. • I show that I can be both hygienic and safe in the kitchen. 	<ul style="list-style-type: none"> • I use market research to inform my plans and ideas. • I follow and refine my plans. • I justify my plans in a convincing way. • I show that I consider culture and society in my plans and designs. • I show that I can test and evaluate my products. • I explain how products should be stored and give reasons. • I work within a budget. • I evaluate my product against clear criteria.