

Design Technology



End Point measures

Topic Theme		End Points
Year 1		<ul style="list-style-type: none"> • use own ideas to design something and describe how their own idea works • explain to someone else how they want to make their product and make a simple plan before making • use own ideas to make something • choose appropriate resources and tools • describe how something works • explain what works well and not so well in the model they have made • cut food safely
Year 2		<ul style="list-style-type: none"> • think of an idea and plan what to do next • design a product which moves • make a product which moves • choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a model or structure • explain what went well with their work • make a model stronger and more stable • use wheels and axles, when appropriate to do so • weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake
Year 3		<ul style="list-style-type: none"> • prove that a design meets a set criteria. • design a product and make sure that it looks attractive • choose a material for both its suitability and its appearance • follow a step-by-step plan, choosing the right equipment and materials • select the most appropriate tools and techniques for a given task • work accurately to measure, make cuts and make holes • explain how to improve a finished model • know why a model has, or has not, been successful • know how to strengthen a product by stiffening a given part or reinforce a part of the structure • use a simple IT program within the design • describe how food ingredients come together • talk about which food is healthy and which food is not • know when food is ready for harvesting • communicate ideas in a range of ways, including by sketches and drawings which are annotated
Year 4		<ul style="list-style-type: none"> • use ideas from other people when designing • produce a plan and explain it • persevere and adapt work when original ideas do not work • make a product which uses both electrical and mechanical components • know which tools to use for a particular task and show knowledge of handling the tool • know which material is likely to give the best outcome • measure accurately • evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in an interesting way

		<ul style="list-style-type: none"> • links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product • weigh out ingredients and follow a given recipe to create a dish • know how to be both hygienic and safe when using food • bring a creative element to the food product being designed
Year 5		<ul style="list-style-type: none"> • come up with a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan • explain how a product will appeal to a specific audience • design a product that requires pulleys or gears • use a range of tools and equipment competently • make a prototype before making a final version • make a product that relies on pulleys or gears • suggest alternative plans; outlining the positive features and draw backs • evaluate appearance and function against original criteria • links scientific knowledge to design by using pulleys or gears • uses more complex IT program to help enhance the quality of the product produced • know how to prepare a meal by collecting the ingredients in the first place • know which season various foods are available for harvesting
Year 6		<ul style="list-style-type: none"> • use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way • show that culture and society is considered in plans and designs • know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action • know how to test and evaluate designed products • explain how products should be stored and give reasons • evaluate product against clear criteria • know which IT product would further enhance a specific product • use knowledge to improve a made product by strengthening, stiffening or reinforcing • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish