Key Skills Assessment Criteria

Subject: Design Technology

	Design	Make	Evaluating / Technical Knowledge	Cooking and Nutrition
Year 1	To design purposeful, functional and appealing products for themselves and others To draw in their own experience to help generate ideas To suggest ideas and explain what they are going to do To identify a target group for what they are going to design and make To model their ideas in card and paper To develop their design ideas applying findings from their earlier research	To make their design using appropriate techniques With help, to measure, mark out, cut and shape a range of materials To use tools e.g. scissors, needles, pinsete To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape To use simple finishing techniques to improve the appearance of their product	To evaluate their product by discussing how well it works in relation to purpose To evaluate their products as they are developed, identifying strengths and possible changes they might make To evaluate their product by asking questions about what they have made and how they have gone about it	To begin to understand that all food comes from plants and animals To know how to name and sort foods into five food groups in the Eatwell Plate To know basic food handling, hygienic practices, preparing food and personal hygiene
Year 2	Generate ideas by drawing on their own and other people's experiences To develop their design ideas through discussion, observation, drawing and modelling To identify a purpose for what they intend to design and make To identify simple design criteria to make simple drawings an label parts	Begin to select tools and materials; use vocab to name and describe them To measure, cut and score with some accuracy To use hand tools safely and appropriately To assemble, join and combine materials in order to make a product To choose and use appropriate finishing techniques	To evaluate against their design criteria To evaluate their products as they are developed, identify strengths and possible changes they might make Talk about their ideas saying what they like and dislike about them	Begin to identify where food groups come from (animals or plants) To know that food has to be farmed, grown elsewhere (e.g. home or caught) That everyone should eat at least five portions of fruit and vegetables every day How to prepare simple dishes safely and hygienically, without using a heat source How to use techniques such as cutting, peeling and grating.
Year 3	To generate ideas for an item, considering its purpose and the user/s To identify a purpose and establish criteria for a successful product To plan the order of their work before starting To explore, develop and communicate design proposals by modelling ideas To make drawings with labels when designing	To select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy To work safely and accurately with a range of simple tools To think about their ideas as the make progress and be willing to change if this helps them to improve their work To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT	To evaluate their product against original design criteria, e.g. how well it meets its intended purpose To disassemble and evaluate familiar products	Demonstrate hygienic food preparation and storage That a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Plate How to prepare simple dishes safely and hygienically with a heat source
Year 4	How to generate ideas, considering the purposes for which they are designing To make labelled drawings from different views showing specific features To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails To evaluate products and identify criteria that can be used for their own designs	To select appropriate tools and techniques for making their product To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques To join and combine materials and components accurately in temporary and permanent ways To sew using a range of different stitches, to weave and knit To measure, tape or pin, cut and join fabric with some accuracy	To evaluate their work both during and at the end of the assignment To evaluate their products carrying out appropriate tests To know when and where bridges were designed and made Begin to look at inventors and their work	That to be active and healthy, food and drink are needed to provide energy for the body To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source

Year 5	To generate ideas through brainstorming and identify a purpose for their product To draw up a specification for their design To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail To use results of investigations, information sources, including ICT when developing design ideas Model their ideas using prototype and pattern pieces	To use a wider range of appropriate material, tools and techniques To measure and mark out accurately To use different tools and equipment safely and accurately To cut and join with accuracy to ensure a good-quality finish to the product	To evaluate a product against the original design specification To evaluate it personally and seek evaluation from others Evaluate how learning from science and Mathematics can help design and make products that work	To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens To have a basic understanding of how food is grown, reared or caught in the UK To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source Use a range of techniques when such as peeling and chopping To weigh and measure dry ingredients and liquids accurately
Year 6	To communicate their ideas through detailed labelled drawings to develop a design specification To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways To plan the order of their work, choosing appropriate materials, tools and techniques To carry out research, using surveys, interviews, questionnaires and web-based resources To identify the needs of individuals and groups	To select tools, materials, components and techniques appropriate to the task To assemble components to make working models Follow procedures for safety To construct products using permanent joining techniques To make modifications as they go along To pin, sew and stitch materials together to make a product Demonstrate resourcefulness when tackling practical problems	To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests To record their evaluations using drawings with labels To critically evaluate the quality of their design, manufacture and fitness for purpose of their products as they design and make To show an awareness of how much products cost to make, how innovative and sustainable they are To use science and mathematical knowledge to help plan and make products To know that materials have both functional properties and aesthetic properties	Understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health To know that seasons may affect the food available To know that food is processed into ingredients that can be eaten or used in cooking Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and kneading. To weigh and measure dry ingredients and liquids accurately To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source