

# Design Technology



## End Point measures

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

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