

Design and Technology – KS3 Curriculum Threshold



Year/Progress Thresholds			Research	Design	Make	Evaluate
Year 7 Expectations	Year 8 Expectations	Year 9 Expectations				
		Fluent	<ul style="list-style-type: none"> Use research and exploration, such as the study of different cultures, to identify and understand user needs. Identify and solve their own design problems and understand how to reformulate problems given to them. Conduct in-depth product analysis comparisons to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. 	<ul style="list-style-type: none"> Labelling includes all of the design criteria listed (aesthetics, customer, cost, size, safety, function, materials). Each idea has a positive and negative point. 	<ul style="list-style-type: none"> I can explain the changes I need to make to my design during the lesson. Tools, materials and equipment (including CAM where appropriate) have been used or operated safely at a basic level. Prototype shows a basic level of making/ finishing skills (but it may not be appropriate for the desired outcome). 	<ul style="list-style-type: none"> The pupil has redesigned their product to improve it and meet the specification more closely. Third party opinions have been collected to inform the evaluation of the product including client feedback. The product has been modified based on feedback and evaluated.
	Fluent	Complete	<ul style="list-style-type: none"> Understand the importance of user-centred design. Formulate a clear and relevant design brief after having been given a general design topic or stimulus. Be able to conduct detailed product analysis on relevant competition to what they are designing. 	<ul style="list-style-type: none"> Explain how each idea can be further improved. Developed your idea in response to peer/ customer feedback. 	<ul style="list-style-type: none"> I can consider the presentation of the finished product when I am using the tools e.g. trimming loose threads. I can adapt my design if necessary when making it. Basic quality control is evident through measurements and accuracy. 	<ul style="list-style-type: none"> Pupils have linked their final product back to the needs/ wants of their client. Pupils have explained how their final outcome has the potential to be commercially viable. (How is your product suitable to be made and sold in real life?).
Fluent	Complete	Substantial	<ul style="list-style-type: none"> Understand who a customer is and why they are important when designing. Write a comprehensive design brief in response to pointer questions. Be able to answer questions on product analysis in full sentences. 	<ul style="list-style-type: none"> Produce a range of design ideas, with at least one drawn in 3D. Opinion and feedback has been collected on the idea. 	<ul style="list-style-type: none"> I can present my work accurately e.g. accurate machine stitching. I can use the correct processes to make a successful product. 	<ul style="list-style-type: none"> Pupils have evaluated their product against all specification design criteria. Pupils have discussed quality control issues during the making process and how they resolved these.
Complete	Substantial	Establishing	<ul style="list-style-type: none"> Be able to explain what a customer/client is. Collecting relevant information using a client interview or survey. Write a short design brief within a writing frame. Answer some product analysis questions. 	<ul style="list-style-type: none"> Labelling uses four points from the design criteria to explain design thinking (aesthetics, customer, cost, size, safety, function, materials). Colour and shade has been applied neatly to all parts of the designs. 	<ul style="list-style-type: none"> I know the names of all of the tools/ equipment/ materials and I can collect this equipment independently. I know how to use most tools/ equipment without any support. I am able to measure the materials accurately without requiring any support. 	<ul style="list-style-type: none"> Pupils have attempted to describe 4 practical skills used in the making of their products. Pupils have evaluated their product against some of the specification design criteria.
			<ul style="list-style-type: none"> Answer some questions about who a customer is in relation to designing and making products Write a short design brief within a writing frame. 	<ul style="list-style-type: none"> Labelling uses four points from the design criteria to explain design thinking (aesthetics, customer, cost, size, safety, function, materials). 	<ul style="list-style-type: none"> Know the names of some tools/ equipment/ materials. I know how to use most of the tools/ equipment with some support in practical lessons. 	<ul style="list-style-type: none"> Pupils have clearly identified positives and negative aspects of their final product.

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Substantial	Establishing	Initial	<ul style="list-style-type: none"> Answer some product analysis questions with scaffolding to help. 	<ul style="list-style-type: none"> Colour and shade has been applied neatly to all parts of the designs. 	<ul style="list-style-type: none"> I can measure and mark out the materials I need, with support. e.g. draw/ cut. 	<ul style="list-style-type: none"> Pupils have suggested two improvements to their final product and have justified these in detail. Pupils have listed tools used during the making process.
Establishing	Initial		<ul style="list-style-type: none"> Answer some questions about who a customer is in relation to designing and making products. Understand a design problem given to pupils. Create a mood board of products similar to what you are designing. 	<ul style="list-style-type: none"> Produce a range (a minimum of 3) of 2D sketches for different design ideas. Labelling has been used to explain your design thinking (How does each design meet the brief?). Colour has been applied neatly to all parts of your designs. 	<ul style="list-style-type: none"> Know how to use most of the tools/ equipment with some support in practical lessons. I can measure and mark out the materials I need, with support. e.g. draw/cut. 	<ul style="list-style-type: none"> Pupils have clearly identified positives and negative aspects of their final product. Pupils have suggested two improvements to their final product and have justified these in detail. Pupils have listed tools used during the making process.
Initial			<ul style="list-style-type: none"> List some different age groups who you could design for. Understand a design problem given to pupils. Note some likes / dislikes about a product that has been designed. 	<ul style="list-style-type: none"> Produce a 2D sketch of an idea linked to the brief. Add basic labelling, such as the 5 W's (who, what, when, why, where). Colour has been applied to some parts of the design. 	<ul style="list-style-type: none"> Know the names of some tools/ equipment/ materials. Know how to use most of the tools/ equipment with some support in practical lessons. I can measure and mark out the materials I need, with support. e.g. draw/cut. 	<ul style="list-style-type: none"> There is a basic description of the product made. Pupils have clearly stated what went well with their final product. An “even better if” comment has been included.