



## DT – Assessment – KS1 Year A



| <u>Unit</u>                                      | <u>Key Learning</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <u>Teacher Comments</u> | <u>Pupils working above – next steps</u> | <u>Pupils working just below – next steps</u> | <u>Pupils working below – next steps</u> | <u>% on track or above</u> |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------|-----------------------------------------------|------------------------------------------|----------------------------|
| <b><u>Structures: Stability and Strength</u></b> | <b><u>Substantive – Declarative Knowledge – Know what Structures</u></b><br>Refer to materials, tools and techniques using appropriate vocabulary.<br><br>Test different methods of enabling structures to remain stable.                                                                                                                                                                                                                                                                                                                                                                 |                         |                                          |                                               |                                          |                            |
|                                                  | <b><u>Substantive – Procedural Knowledge (Know how)</u></b><br><b>Investigate</b><br>Investigate different techniques for stiffening a variety of materials.<br><br>Decide how existing products do/do not achieve their purpose.<br><br><b>Design</b><br>Explore ideas by rearranging materials.<br><br>Use mock-ups e.g. recycled material trial models to try out their ideas.<br><br><b>Make</b><br>Discuss their work as it progresses.<br><br>Select and name the tools needed to work the materials.<br><br>Explain which materials they are using and why.<br><br><b>Evaluate</b> |                         |                                          |                                               |                                          |                            |



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|  | Talk about their design as they develop and identify good and bad points.<br><br>Discuss how closely their finished product meets their own design criteria.                                                                                                   |  |  |  |  |  |
|  | <b><u>Disciplinary Knowledge (Think like)</u></b><br><b>Structures</b><br>Join materials in a variety of ways.<br><br>Know some ways of making structures stronger and more stable.<br><br>Cut out shapes which have been created by drawing round a template. |  |  |  |  |  |
|  | <b><u>Essential vocabulary –</u></b><br><b>Structure, strength, stability, user, purpose</b>                                                                                                                                                                   |  |  |  |  |  |
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