



DT – Assessment – LKS2 Year B



<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>
<u>Textiles</u>	<u>Substantive – Declarative Knowledge – Know what Textiles</u> Develop vocabulary for tools materials and their properties. Join fabrics using stitches such as running stitch, over sewing, blanket stitch. Understand seam allowance. Use prototype to make pattern. Explore strengthening and stiffening of fabrics. Explore fastenings and recreate some. Understand how fastenings can be used. Use appropriate decoration techniques.					
	<u>Substantive – Procedural Knowledge (Know how)</u> Investigate Research the needs of the user. Draw/sketch existing products to analyse and understand how products are made. Design Record the plan by drawing using methods such as annotated sketches and other appropriate design methods such as pattern pieces.					



	Use prototypes to develop and share ideas. Consider aesthetic qualities of materials chosen. Make Select from a range of tools for cutting, shaping, joining and finishing. Use tools with accuracy. Test and use an increasing amount of joining techniques. Use appropriate finishing techniques. Evaluate Decide which design idea to develop. Consider and explain how the finished product could be improved.					
	<u>Disciplinary Knowledge (Think like)</u> Textiles Prototype a product. Use detailing such as different stitches, button or loops.					
	<u>Essential vocabulary</u> – runner stitch, over sewing, blanket stitch, seams, fastenings					





DT – Assessment – UKS2 Year A



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	<u>Substantive – Declarative Knowledge – Know what</u> Mechanical and Electrical Systems Structures Food Textiles					
	<u>Substantive – Procedural Knowledge (Know how)</u> Investigate Design Make Evaluate					
	<u>Disciplinary Knowledge (Think like)</u> Mechanical and Electrical Systems Structures Food Textiles					
	<u>Essential vocabulary –</u>					