



DT – Assessment – UKS2 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>
<u>Mechanical Systems</u>	<u>Substantive – Declarative Knowledge – Know what Mechanical</u> Understand how electrical systems are used in different contexts. Incorporate a circuit into a model. Understand the advantages of using different mechanical systems. Create more complex products that are mechanical systems. Use more complex mechanical systems such as cams, gears and pulleys.					
	<u>Substantive – Procedural Knowledge (Know how)</u> <u>Investigate</u> Understand how key people have influenced design in a variety of contexts. Consider user and purpose. <u>Design</u> Record ideas using various design techniques including annotated diagrams and cross-sectional diagrams. Use models, kits and drawings to help formulate design ideas.					



	Make Refine their product – review and rework/improve. Use a wide range of tools and materials. Understand why certain tools are used for certain jobs. Evaluate Identify the strengths and weaknesses of their design ideas. Report using correct technical vocabulary. Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user.					
	<u>Disciplinary Knowledge (Think like)</u> Mechanical Use more complex mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors and switches. Use vocabulary associated with projects appropriately with precision.					
	<u>Essential vocabulary</u> – cam, gears, pulley, motor, frame					



