



Robert Bloomfield Academy: Key Stage 2 Grade Descriptors – CPA DT



KS3	<u>Explore</u>	<u>Design</u>	<u>Manufacture</u>	<u>Evaluate</u>
Exceeding KS2 Expectations	Use product analysis as a tool to explore and annotate existing designs identifying strengths and weaknesses which in turn inform own design process. Understand what a target audience is and identify a target audience. Use mood boards to explore and develop ideas.	Identify and solve their own design problems and understand how to reformulate problems given to them. Use iterative design to model, evaluate and improve several times during design process. Thought process is evident through annotated designs. Several themes explored and aimed at particular individuals or groups.	Experimentation with a variety of techniques, tools and equipment, including Computer Aided Design (Photoshop). Choices for final product are made in relation to design specification, chosen target audience and theme. Can select correct tools and explain functions. Manufacturing diaries feature descriptions of techniques.	Use checklists to evaluate progress and final product. Consider the views of others and provide constructive criticism through peer review. Use feedback from others to make improvements to work.
Year 6 Sec Year 6 Dev Year 6 Beg	Use research to develop own design specification to inform the design of functional, and aesthetically appealing products that are fit for purpose. Investigate some existing products.	Generate, develop, model and communicate several ideas through discussion and sketches. Create a prototype and use iterative design to make improvements.	Select from and use a wider range of materials, components (including metal) and tools. Development of skills with basic hand tools and some knowledge of power tools/machinery. Use finishing techniques to achieve a more refined final piece. When working in pairs can support with measurements and practical techniques. Understand the different angles used in oblique and isometric drawing and demonstrate correctly in work.	Evaluate ideas and products against their own design criteria. Use key terminology when peer assessing the work of others.

Year 5 Sec	Understand what a design brief and design specification are and why they are used. Can identify some types of natural and manmade materials.	Create simple designs using basic calculations and measurements. Understand what a theme is.	Identify the main steps in the manufacturing process and record them in a manufacturing diary. Can name basic hand tools and use to perform simple cuts. Understand basic Health and Safety rules and workshop expectations.	Can recognise/identify/describe areas for improvement in own and other's work.
Year 5 Dev				
Year 5 Beg				
Year 4 Sec	Look at Design from a variety of genres and cultures. Think about what products are used for and the needs of people around them.	Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, IT. Use gridded paper and rulers in design work to achieve accurate measurements.	Use a range of simple tools and equipment to perform practical tasks for such as cutting, shaping, joining and finishing. Build structures with simple materials, exploring how they can be made stronger, stiffer and more stable.	Describe how work would be produced differently if completed again.
Year 4 Dev				
Year 4 Beg				
Year 3 Sec	Explore how stimuli can be used as a starting point for DT work. Explore how familiar things work.	Generate ideas through talking and drawing. Use rulers to measure templates provided.	Make a lists of tools, equipment and materials needed to create a product. Learn how to fold and manipulating paper to create different shapes.	Talk about what they like and dislike about a finished product.
Year 3 Dev				
Year 3 Beg				

NB: Whole Grade levels have been described in the above grid.

To achieve **Beginning** or **Developing** within a grade level, a pupil will be on the way to achieving the criteria for success

To achieve **Secure** within a grade level, a pupil will be demonstrating these skills most of the time

To achieve **Exceeding** within a grade level, a pupil will be successfully using all of these skills consistently and effectively