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| **Disciplinary Knowledge –**  Disciplinary knowledge will be explored and developed throughout the D&T curriculum as pupils move through the school. They can be used across all aspects of a subject to grow an awareness of how designers construct their knowledge. | | | |
| **Responsibility:** (working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients) | **WTS** | **EXS** | **GDS** |
| **Similarity and difference:** (making comparisons, noting differences and drawing conclusions) |  | Rest of class |  |
| **Cause and consequence:** (identifying how things work, how an action can cause change/movement |  | Rest of class |  |
| **Significance**: (significant designers and designs, real world examples of effective and successful products) |  | Rest of class |  |
| **Written and oral expression:** (Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting) |  | Rest of class |  |

A logo for a school

Description automatically generated

**DT Assessment and Tracking**

**Year 6 Overview 24/25**

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| **Textiles – waistcoats** | | | |
| Consider a range of factors in their design criteria and use this to create a waistcoat design. | **WTS** | **EXS** | **GDS** |
| Use a template to mark and cut out a design. |  | Rest of class |  |
| Use a running stitch to join fabric to make a functional waistcoat. |  | Rest of class |  |
| Attach a secure fastening, as well as decorative objects. |  | Rest of class |  |
| Evaluate their final product. |  |  |  |

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| **Cooking and Nutrition – Come dine with me** | | | |
| Find a suitable recipe for their course. | **WTS** | **EXS** | **GDS** |
| Record the relevant ingredients and equipment needed. |  | Rest of class |  |
| Follow a recipe, including using the correct quantities of each ingredient. |  | Rest of class |  |
| Write a recipe, explaining the process taken. |  | Rest of class |  |
| Explain where certain key foods come from before they appear on the supermarket shelf. |  |  |  |

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| **Mechanical systems and structures – automata toys** | | | |
| Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements. | **WTS** | **EXS** | **GDS** |
| Follow health and safety rules, taking care with the equipment. |  | Rest of class |  |
| Attempt a partial assembly of their toys using an exploded-diagram, following a teacher’s demonstration. |  | Rest of class |  |
| Develop a design idea with some descriptive notes. |  | Rest of class |  |
| Create neat, decorated follower toppers with some accuracy. |  | Rest of class |  |
| Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. |  | Rest of class |  |
| Decorate and finish the automata to meet the design criteria and brief. |  | Rest of class |  |
| Evaluate their finished product, making descriptive and reflective points on function and form. |  | Rest of class |  |

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| **Structures - Playgrounds** | | | |
| Create five apparatus designs, applying the design criteria to their work. | **WTS** | **EXS** | **GDS** |
| Make suitable changes to their work after peer evaluation. |  | Rest of class |  |
| Make roughly three different structures from their plans using the materials available. |  | Rest of class |  |
| Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. |  | Rest of class |  |
| Secure their apparatus to a base. |  | Rest of class |  |
| Make a range of landscape features using a variety of materials which will enhance their apparatus. |  | Rest of class |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

**1)**

**2)**

**3)**