

D&T Performance Descriptors

Year 8

- If the descriptor fits the level of performance exactly, the teacher will award the top progress point score in the range.
- If there is strong evidence of the level of performance and/or the teacher had been considering the range above, the progress point score per range which is common to two ranges is awarded.
- If there is some evidence of the level of performance, then the 2nd or 3rd progress point score could be awarded.

	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
45 44 43 42 41 40 39	<ul style="list-style-type: none"> • Has used three or more sources of information to complete some independent research. Specifically related to the design brief. • Takes creative risks when making design decisions. • Considers additional factors such as ergonomics or dietary needs. • Use 3D packages to develop and model their ideas. 	<ul style="list-style-type: none"> • Selects appropriately from a range of specialist equipment including CAM. • Use and select from a range of more complex materials, components and ingredients. • Use a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products precisely. 	<ul style="list-style-type: none"> • Show how more advanced mechanical and electrical systems can be used in their products. • Understand the performance of structural elements to achieve functional solutions. 	<ul style="list-style-type: none"> • Become competent in a range of cooking techniques. Eg (selecting and preparing ingredients, using utensils and electrical equipment, applying heat in different ways) • Can use smell, texture and taste to decide how to season dishes and combine ingredients. • Cook a variety of mainly savoury dishes so they are able to feed themselves and others with a healthy and varied diet. 	<ul style="list-style-type: none"> • Can test and evaluate their products against a specification. • Can produce a short report making suggestions for improvement to their work. • Can test and evaluate others products fully.

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	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
38 37 36 35	<ul style="list-style-type: none"> Has used three or more sources of information to complete some independent research. Had demonstrated how this research has been useful to their own design. Has generated several design ideas which are evaluated against the design brief. Develop detailed design specifications to guide their thinking. Use 2D and begin to use 3D packages to model their ideas. Develop and communicate design ideas through annotated sketches and detailed plans. 	<ul style="list-style-type: none"> Has produced detailed step by step plans which take account of changes made during making and suggest alternative ways of proceeding. Has worked from their own plans, using the correct tools and equipment with precision. Can think ahead to any potential making problem and plan around them. Select from a wide range of specialist tools, equipment and processes. Clearly follows procedures for safety and hygiene, understands risk assessment. Use a range of both handcraft and machinery to produce precise products. Use a wide range of jointing technique, including stitching, mechanical fastenings, heat processed and adhesives. Exploit the use of CAD/CAM to increase the standard of quality and precision. Apply a range of finishes to a ranges of materials. (textiles, polymers, metal and woods) 	<ul style="list-style-type: none"> Understand how more advanced electrical systems can be used in their products. Show their knowledge of science and mathematics to help the planning and manufacture of their products. Show an understanding of materials, including bitterness, grain, flexibility, elasticity, malleability and thermal. 	<ul style="list-style-type: none"> Understand and apply the principles of nutrition and health. Cook a variety of mainly savoury dishes so they are able to feed themselves and others. Shows the importance of a healthy and varied diet. How to use a range of utensils and electrical equipment. Can use smell and taste to decide how to season dishes. 	<ul style="list-style-type: none"> Can devise a test for my product and use the results to suggest ways of improving my product. Have peer and self my and others products. Can test their products against the specification they have devised.

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	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
34 33 32 31	<ul style="list-style-type: none"> Has used two or more sources of information to complete some independent research. Has generated several design ideas which shows an understanding of the design brief. Produce models of their ideas using Cam to test their ideas. Develop and communicate design ideas through annotated sketches and plans. 	<ul style="list-style-type: none"> Has produced detailed step by step plans which someone else could use and make changes where necessary. Has worked from their own plans, using the correct tools and equipment with precision. Can put their work right if necessary and record the changes made. Select appropriate specialist tools, equipment and processes. Clearly follows procedures for safety and hygiene. Use a range of both handcraft and machinery to produce accurate products. Use specialist tools to mark out. Use a range of jointing technique, including stitching, mechanical fastenings, heat processed and adhesives. Apply a range of finishes to some materials. (textiles, polymers, metal and woods) 	<ul style="list-style-type: none"> Understand and use more complex electrical circuits in their products. Show their knowledge of science and mathematics to help their designs. Show an understanding of some materials, including bitterness, grain, flexibility, elasticity, malleability and thermal. 	<ul style="list-style-type: none"> Cook a variety of mainly savoury dishes so they are able to feed themselves. Able to store, prepare and cook food safely and hygienically. How to use utensils and electrical equipment. Can adapt and use their own recipes. 	<ul style="list-style-type: none"> Can test and evaluate my own products, recording what is good about it and what could be improved. Can test and evaluate others products, recording what is good about it and what could be improved. Can test their product against the specification set.

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	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
30 29 28 27	<ul style="list-style-type: none"> Has completed some research at home and school and have shown where the information has come from. Can indicate the design features of their product that will appeal to others. Model their ideas using prototypes and pattern pieces. Generates several innovative ideas, drawing on research. Drawings of their products are well drawn, coloured and labelled. 	<ul style="list-style-type: none"> Can explain their choices of tools and equipment. Step by step plan made without help. Clearly follows procedures for safety and hygiene. Can use a range of hand tools and equipment with accuracy. Accurately mark out work. Accurately shape work. Use making techniques that require a number of steps. Apply a range of finishes to their work. 	<ul style="list-style-type: none"> Understand and use simple electrical circuits in their products. Show their knowledge of science and mathematics to help their designs. 	<ul style="list-style-type: none"> Shows that recipes be adapted to change the appearance, texture, taste and aroma. Can use a heat source to prepare food. Can show where a variety of foods come from. Understands that the season can affect the food available. Can demonstrate a variety of techniques such as chopping, peeling slicing, mixing, spreading, mixing and baking. 	<ul style="list-style-type: none"> Can investigate and evaluate others' products, saying what they like about it and how it could be improved. Can evaluate their own work, recording what is good about it and what could be improved. Can explain how well a product works. Can explain how a product has been made.

D&T Performance Descriptors

Year 7

- If the descriptor fits the level of performance exactly, the teacher will award the top progress point score in the range.
- If there is strong evidence of the level of performance and/or the teacher had been considering the range above, the progress point score per range which is common to two ranges is awarded.
- If there is some evidence of the level of performance, then the 2nd or 3rd progress point score could be awarded.

	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
41 40 39 38 37 36	<ul style="list-style-type: none"> • Has used three or more sources of information to complete some independent research. • Had demonstrated how this research has been useful to their own design. • Has generated several design ideas which are evaluated against the design brief. • Develop detailed design specifications to guide their thinking. • Use 2D and begin to use 3D packages to model their ideas. • Develop and communicate design ideas through annotated sketches and detailed plans. 	<ul style="list-style-type: none"> • Has produced detailed step by step plans which take account of changes made during making and suggest alternative ways of proceeding. • Has worked from their own plans, using the correct tools and equipment with precision. • Can think ahead to any potential making problem and plan around them. • Select from a wide range of specialist tools, equipment and processes. • Clearly follows procedures for safety and hygiene, understands risk assessment. • Use a range of both handcraft and machinery to produce precise products. • Use a wide range of jointing technique, including stitching, mechanical fastenings, heat processed and adhesives. • Exploit the use of CAD/CAM to increase the standard of quality and precision. • Apply a range of finishes to a ranges of materials. (textiles, polymers, metal and woods) • 	<ul style="list-style-type: none"> • Understand how more advanced electrical systems can be used in their products. • Show their knowledge of science and mathematics to help the planning and manufacture of their products. • Show an understanding of materials, including bitterness, grain, flexibility, elasticity, malleability and thermal. 	<ul style="list-style-type: none"> • Understand and apply the principles of nutrition and health. • Cook a variety of mainly savoury dishes so they are able to feed themselves and others. • Shows the importance of a healthy and varied diet. • How to use a range of utensils and electrical equipment. • Can use smell and taste to decide how to season dishes. 	<ul style="list-style-type: none"> • Can devise a test for my product and use the results to suggest ways of improving my product. • Have peer and self my and others products. • Can test their products against the specification they have devised.

D&T Performance Descriptors

	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
35 34 33 32	<ul style="list-style-type: none"> Has used two or more sources of information to complete some independent research. Has generated several design ideas which shows an understanding of the design brief. Produce models of their ideas using Cam to test their ideas. Develop and communicate design ideas through annotated sketches and plans. 	<ul style="list-style-type: none"> Has produced detailed step by step plans which someone else could use and make changes where necessary. Has worked from their own plans, using the correct tools and equipment with precision. Can put their work right if necessary and record the changes made. Select appropriate specialist tools, equipment and processes. Clearly follows procedures for safety and hygiene. Use a range of both handcraft and machinery to produce accurate products. Use specialist tools to mark out. Use a range of jointing technique, including stitching, mechanical fastenings, heat processed and adhesives. Apply a range of finishes to some materials. (textiles, polymers, metal and woods) 	<ul style="list-style-type: none"> Understand and use more complex electrical circuits in their products. Show their knowledge of science and mathematics to help their designs. Show an understanding of some materials, including bitterness, grain, flexibility, elasticity, malleability and thermal. 	<ul style="list-style-type: none"> Cook a variety of mainly savoury dishes so they are able to feed themselves. Able to store, prepare and cook food safely and hygienically. How to use utensils and electrical equipment. Can adapt and use their own recipes. 	<ul style="list-style-type: none"> Can test and evaluate my own products, recording what is good about it and what could be improved. Can test and evaluate others products, recording what is good about it and what could be improved. Can test their product against the specification set.

D&T Performance Descriptors

	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
31 30 29 28	<ul style="list-style-type: none"> Has completed some research at home and school and have shown where the information has come from. Can indicate the design features of their product that will appeal to others. Model their ideas using prototypes and pattern pieces. Generates several innovative ideas, drawing on research. Drawings of their products are well drawn, coloured and labelled. 	<ul style="list-style-type: none"> Can explain their choices of tools and equipment. Step by step plan made without help. Clearly follows procedures for safety and hygiene. Can use a range of hand tools and equipment with accuracy. Accurately mark out work. Accurately shape work. Use making techniques that require a number of steps. Apply a range of finishes to their work. 	<ul style="list-style-type: none"> Understand and use simple electrical circuits in their products. Show their knowledge of science and mathematics to help their designs. 	<ul style="list-style-type: none"> Shows that recipes be adapted to change the appearance, texture, taste and aroma. Can use a heat source to prepare food. Can show where a variety of foods come from. Understands that the season can affect the food available. Can demonstrate a variety of techniques such as chopping, peeling slicing, mixing, spreading, mixing and baking. 	<ul style="list-style-type: none"> Can investigate and evaluate others' products, saying what they like about it and how it could be improved. Can evaluate their own work, recording what is good about it and what could be improved. Can explain how well a product works. Can explain how a product has been made.

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	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
27 26 25 24	<ul style="list-style-type: none"> Has completed some research at school and recorded it. Can describe the purpose of their product. Explain how parts of their products work. Shares and clarifies ideas through discussion. Can think of more than one idea for their product. Can draw their product so that it is clearly recognisable, colour it and label it. 	<ul style="list-style-type: none"> Can select tools and equipment suitable for the task. With help can produce a step by step plan to show how to make their product. With direction can follow procedures for safety and hygiene. Is starting to mark out their work more independently and accurately. Can use a range of simple hand tools and equipment with increasing accuracy. Is starting to shape their work with increasing accuracy. Applies simple finishes to their work. 	<ul style="list-style-type: none"> Can show how some mechanical systems (gears, pulleys, cams) create movement. Can use simple mathematics to help their design. 	<ul style="list-style-type: none"> Can prepare a variety of savoury dishes hygienically. Is starting to use a variety of techniques such as chopping, peeling slicing, mixing, spreading, mixing and baking. Can show where some foods come from. 	<ul style="list-style-type: none"> Can identify what is good about others' products and what can be improved. Can identify what has gone well with their work and what can be improved. Can explain if a product is good. Can start to explain the materials used in a product.

D&T Performance Descriptors

Year 6

- If the descriptor fits the level of performance exactly, the teacher will award the top progress point score in the range.
- If there is strong evidence of the level of performance and/or the teacher had been considering the range above, the progress point score per range which is common to two ranges is awarded.
- If there is some evidence of the level of performance, then the 2nd or 3rd progress point score could be awarded.

	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
37 36 35 34 33	<ul style="list-style-type: none"> • Has used two or more sources of information to complete some independent research. • Has generated several design ideas which shows an understanding of the design brief. • Produce models of their ideas using Cam to test their ideas. • Develop and communicate design ideas through annotated sketches and plans. 	<ul style="list-style-type: none"> • Has produced detailed step by step plans which someone else could use and make changes where necessary. • Has worked from their own plans, using the correct tools and equipment with precision. • Can put their work right if necessary and record the changes made. • Select appropriate specialist tools, equipment and processes. • Clearly follows procedures for safety and hygiene. • Use a range of both handcraft and machinery to produce accurate products. • Use specialist tools to mark out. • Use a range of jointing technique, including stitching, mechanical fastenings, heat processed and adhesives. • Apply a range of finishes to some materials. (textiles, polymers, metal and woods) 	<ul style="list-style-type: none"> • Understand and use more complex electrical circuits in their products. • Show their knowledge of science and mathematics to help their designs. • Show an understanding of some materials, including bitterness, grain, flexibility, elasticity, malleability and thermal. 	<ul style="list-style-type: none"> • Cook a variety of mainly savoury dishes so they are able to feed themselves. • Able to store, prepare and cook food safely and hygienically. • How to use utensils and electrical equipment. • Can adapt and use their own recipes. 	<ul style="list-style-type: none"> • Can test and evaluate my own products, recording what is good about it and what could be improved. • Can test and evaluate others products, recording what is good about it and what could be improved. • Can test their product against the specification set.

D&T Performance Descriptors

	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
32 31 30 29	<ul style="list-style-type: none"> Has completed some research at home and school and have shown where the information has come from. Can indicate the design features of their product that will appeal to others. Model their ideas using prototypes and pattern pieces. Generates several innovative ideas, drawing on research. Drawings of their products are well drawn, coloured and labelled. 	<ul style="list-style-type: none"> Can explain their choices of tools and equipment. Step by step plan made without help. Clearly follows procedures for safety and hygiene. Can use a range of hand tools and equipment with accuracy. Accurately mark out work. Accurately shape work. Use making techniques that require a number of steps. Apply a range of finishes to their work. 	<ul style="list-style-type: none"> Understand and use simple electrical circuits in their products. Show their knowledge of science and mathematics to help their designs. 	<ul style="list-style-type: none"> Shows that recipes be adapted to change the appearance, texture, taste and aroma. Can use a heat source to prepare food. Can show where a variety of foods come from. Understands that the season can affect the food available. Can demonstrate a variety of techniques such as chopping, peeling slicing, mixing, spreading, mixing and baking. 	<ul style="list-style-type: none"> Can investigate and evaluate others' products, saying what they like about it and how it could be improved. Can evaluate their own work, recording what is good about it and what could be improved. Can explain how well a product works. Can explain how a product has been made.

D&T Performance Descriptors

	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
28 27 26 25	<ul style="list-style-type: none"> Has completed some research at school and recorded it. Can describe the purpose of their product. Explain how parts of their products work. Shares and clarifies ideas through discussion. Can think of more than one idea for their product. Can draw their product so that it is clearly recognisable, colour it and label it. 	<ul style="list-style-type: none"> Can select tools and equipment suitable for the task. With help can produce a step by step plan to show how to make their product. With direction can follow procedures for safety and hygiene. Is starting to mark out their work more independently and accurately. Can use a range of simple hand tools and equipment with increasing accuracy. Is starting to shape their work with increasing accuracy. Applies simple finishes to their work. 	<ul style="list-style-type: none"> Can show how some mechanical systems (gears, pulleys, cams) create movement. Can use simple mathematics to help their design. 	<ul style="list-style-type: none"> Can prepare a variety of savoury dishes hygienically. Is starting to use a variety of techniques such as chopping, peeling slicing, mixing, spreading, mixing and baking. Can show where some foods come from. 	<ul style="list-style-type: none"> Can identify what is good about others' products and what can be improved. Can identify what has gone well with their work and what can be improved. Can explain if a product is good. Can start to explain the materials used in a product.
24 23 22 21	<ul style="list-style-type: none"> Can look at and discuss research that is provided for them. Explain how some parts of their product work. Explains their ideas through discussion. Can think of at least one ideas that meets the design brief. Can draw and label their design, simple and two dimensionally. 	<ul style="list-style-type: none"> With direction and select the right tools and equipment. Can follow a set of instructions to make a product. Can use a few simple hand tools and equipment, but lacks accuracy. Can shape their work, but require much more accuracy. With support can apply simple finishes. 	<ul style="list-style-type: none"> With support can show how simple mechanical systems (gears, pulleys, cams) create movement. With support can follow and use a simple electrical circuits in their product. Can use simple mathematics to help their design. 	<ul style="list-style-type: none"> With support can prepare some savoury dishes hygienically. With support is starting to use a variety of techniques such as chopping, peeling slicing, mixing, spreading, mixing and baking. Can show where some foods come from. 	<ul style="list-style-type: none"> Can say what they like and do not like about others' work, with reasons Can say what they like and do not like about their own work, with reasons. Can start to explain the materials used in a product.

D&T Performance Descriptors

Year 5

- If the descriptor fits the level of performance exactly, the teacher will award the top progress point score in the range.
- If there is strong evidence of the level of performance and/or the teacher had been considering the range above, the progress point score per range which is common to two ranges is awarded.
- If there is some evidence of the level of performance, then the 2nd or 3rd progress point score could be awarded.

	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
33 32 31 30	<ul style="list-style-type: none"> • Has completed some research at home and school and have shown where the information has come from. • Can indicate the design features of their product that will appeal to others. • Model their ideas using prototypes and pattern pieces. • Generates several innovative ideas, drawing on research. • Drawings of their products are well drawn, coloured and labelled. 	<ul style="list-style-type: none"> • Can explain their choices of tools and equipment. • Step by step plan made without help. • Clearly follows procedures for safety and hygiene. • Can use a range of hand tools and equipment with accuracy. • Accurately mark out work. • Accurately shape work. • Use making techniques that require a number of steps. • Apply a range of finishes to their work. 	<ul style="list-style-type: none"> • Understand and use simple electrical circuits in their products. • Show their knowledge of science and mathematics to help their designs. 	<ul style="list-style-type: none"> • Shows that recipes be adapted to change the appearance, texture, taste and aroma. • Can use a heat source to prepare food. • Can show where a variety of foods come from. • Understands that the season can affect the food available. • Can demonstrate a variety of techniques such as chopping, peeling slicing, mixing, spreading, mixing and baking. 	<ul style="list-style-type: none"> • Can investigate and evaluate others' products, saying what they like about it and how it could be improved. • Can evaluate their own work, recording what is good about it and what could be improved. • Can explain how well a product works. • Can explain how a product has been made.

D&T Performance Descriptors

	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
29 28 27 26	<ul style="list-style-type: none"> Has completed some research at school and recorded it. Can describe the purpose of their product. Explain how parts of their products work. Shares and clarifies ideas through discussion. Can think of more than one idea for their product. Can draw their product so that it is clearly recognisable, colour it and label it. 	<ul style="list-style-type: none"> Can select tools and equipment suitable for the task. With help can produce a step by step plan to show how to make their product. With direction can follow procedures for safety and hygiene. Is starting to mark out their work more independently and accurately. Can use a range of simple hand tools and equipment with increasing accuracy. Is starting to shape their work with increasing accuracy. Applies simple finishes to their work. 	<ul style="list-style-type: none"> Can show how some mechanical systems (gears, pulleys, cams) create movement. Can use simple mathematics to help their design. 	<ul style="list-style-type: none"> Can prepare a variety of savoury dishes hygienically. Is starting to use a variety of techniques such as chopping, peeling slicing, mixing, spreading, mixing and baking. Can show where some foods come from. 	<ul style="list-style-type: none"> Can identify what is good about others' products and what can be improved. Can identify what has gone well with their work and what can be improved. Can explain if a product is good. Can start to explain the materials used in a product.
25 24 23 22	<ul style="list-style-type: none"> Can look at and discuss research that is provided for them. Explain how some parts of their product work. Explains their ideas through discussion. Can think of at least one ideas that meets the design brief. Can draw and label their design, simple and two dimensionally. 	<ul style="list-style-type: none"> With direction and select the right tools and equipment. Can follow a set of instructions to make a product. Can use a few simple hand tools and equipment, but lacks accuracy. Can shape their work, but require much more accuracy. With support can apply simple finishes. 	<ul style="list-style-type: none"> With support can show how simple mechanical systems (gears, pulleys, cams) create movement. With support can follow and use a simple electrical circuits in their product. Can use simple mathematics to help their design. 	<ul style="list-style-type: none"> With support can prepare some savoury dishes hygienically. With support is starting to use a variety of techniques such as chopping, peeling slicing, mixing, spreading, mixing and baking. Can show where some foods come from. 	<ul style="list-style-type: none"> Can say what they like and do not like about others' work, with reasons Can say what they like and do not like about their own work, with reasons. Can start to explain the materials used in a product.

D&T Performance Descriptors

	Designing	Making	Technical knowledge	Cooking and Nutrition	Evaluation
21 20 19 18	<ul style="list-style-type: none"> • Can discuss with their teacher products relating to their product. • Can discuss with their teacher their design ideas. • Can draw a simple two dimensional picture of their design ideas. 	<ul style="list-style-type: none"> • With close supervision can follow sets to make a product. • Can use a few hand tools and equipment safely. • Is starting to use equipment more confidently. • Is starting to shape their work with some effect. 	<ul style="list-style-type: none"> • With support can talk how simple mechanical systems (gears, pulleys, cams) create movement. • With support can follow and use a very simple electrical circuits in their product. • Is starting to use simple mathematics to help their design. 	<ul style="list-style-type: none"> • With close support can prepare some savoury dishes hygienically. • With support is starting to use a few techniques such as chopping, peeling slicing, mixing, spreading, mixing and baking. 	<ul style="list-style-type: none"> • Can say what they like and do not like about others' work. • Can say what they like and do not like about their own work. • Can start to explain the simple materials used in a product.