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| Column A  | Column B | Column C | Column D |
| Subject | Unique Domain Code | “Big ideas” used to track each pupils summative progress at strategic assessment points | Statements |
| Year 7Design and Technology  | 7 Designing 0.1 | * Understanding contexts, users and purposes
 | * Works within a range of contexts
* Shows a developing awareness of creative risk taking when making design decisions
* Has an awareness of where human values may conflict and compromise should be achieved
* Shows a developing awareness of detailed design specifications to guide their thinking
* Shows a developing awareness of how user needs can be identified and understood through research
* Shows an ability to identify and solve their own design problems
 |
|  | 7 Designing 0.2 | * Generating, developing, modelling and communicating ideas
 | * Uses specifications to inform design and combine ideas from a variety of sources
* Avoids stereotypical responses and generate creative ideas by using a range of approaches, for example biomimicry and user-centred design.
* Develops and communicate design ideas using annotated sketches
* Produces 3D models to develop and communicate ideas
* Uses mathematical modelling to indicate likely performance before using physical materials and components, for instance when developing circuits or gearing systems
* Can give oral and digital presentations and use computer-based tools
* Where available, uses 2D and begin to use 3D CAD packages to model their ideas
* Where available, produces models of their ideas using CAM to test out their ideas
 |
|  | 7 Making 0.1 | * Planning
 | * Selects appropriately from specialist tools, techniques, processes, equipment and machinery, including computer-aided manufacture
* selects appropriately from a wider range of materials, components and ingredients
* Is developing an awareness of the need for ordered sequences and schedules for manufacturing products they design, detailing resources required
* Are aware of the need for costings for products they design and make
 |
|  | 7 Making 0.2 | * Practical skills and techniques
 | * Follows procedures for safety
* Uses a range of materials, components and ingredients
* Uses a range of manufacturing techniques including

handcraft skills and machinery to manufacture products * Has a developing awareness of how to exploit the use of CAD/CAM equipment to manufacture

products* Can apply finishing techniques, including those from art and design, to a range of materials
* Has an awareness of using specialist equipment to mark out materials
* Uses a range of material joining techniques
* Where available, uses CAD/CAM to produce and apply surface finishing techniques, for example using dye sublimation
* Develops skills in modifying the appearance of materials including textiles and other manufactured materials e.g. dying and applique
 |
|  | 7 Evaluating 0.1 | * Own ideas and products
 | * Can test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups
* Evaluates their products against their original specification and identify ways of improving them
 |
|  | 7 Evaluating 0.2 | * Existing products
 | * Have a developing awareness of new and emerging technologies
 |
|  | 7 Evaluating 0.3 | * Key events and individuals
 | * Knows about an increasing range of designers, engineers, chefs, technologists and manufacturers
 |
|  | 7 Technical Knowledge 0.1 | * Making products work
 | * uses learning from science to help design and make products that work
* uses learning from mathematics to help design and make products that work
* understands the properties of materials and how they can be used to advantage
* understand the performance of structural elements to achieve functioning solutions
* understand how mechanical systems used in their products enable changes in movement and force
* shows how to use a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment
* can start to classify materials by structure
* can start to explain about the physical properties of materials e.g. grain, brittleness, flexibility, elasticity, malleability and thermal
* has a developing awareness of how more advanced electrical and electronic systems can be powered and used in their products
* can show how to use simple electronic circuits
* has a developing awareness of textile fibre sources e.g. natural and synthetic and fabrics e.g. plain and woven
 |
|  | 7 Cooking and Nutrition 0.1 | * Where food comes from
 | * Recognises that food is produced, processed and sold in different ways, for example conventional and organic farming.
* Identifies that people’s choice of food can be affected by availability, season, need, cost where the food is produced, culture and religion
* Recognises the importance of a healthy and varied diet as shown in The eatwell guide and Eight tips for healthy eating
* Identifies the different amounts of energy and nutrients in food; that these have important functions in the body; and that people require different amounts during their life
 |
|  | 7 Cooking and Nutrition 0.2 | * Food preparation, cooking and nutrition
 | * Shows a developing awareness of how to store, prepare and cook food safely and hygienically
* Shows a developing awareness of how to use date-mark and storage instructions when storing and using food and drinks
* Shows a developing awareness of how to select and prepare ingredients
* Shows a developing awareness of how to use a range of utensils and electrical equipment
* Shows a developing awareness of how to apply heat in different ways
* Shows a developing awareness of taste, texture and smell to decide how to season dishes and combine ingredients
* Shows a developing awareness of how to adapt and use their own recipes
* Shows a developing awareness of how to cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet
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| Column A  | Column B | Column C | Column D |
| Subject | Unique Domain Code | “Big ideas” used to track each pupils summative progress at strategic assessment points | Statements |
| Year 8Design and Technology  | 8 Designing 0.1 | * Understanding contexts, users and purposes
 | * Works confidently within a range of contexts
* Takes creative risks when making design decisions
* Analyses where human values may conflict and compromise should be achieved
* Confidently develops detailed design specifications to guide their thinking
* Evaluates a range of research, including the study of different cultures, to identify and understand user needs
* Identifies and solve their own design problems
 |
|  | 8 Designing 0.2 | * Generating, developing, modelling and communicating ideas
 | * Uses specifications to inform the design of innovative, functional, appealing products that respond to needs and combine ideas from a variety of sources
* Avoids stereotypical responses and generate creative ideas by using a range of approaches, for example biomimicry and user-centred design.
* Develops and communicates design ideas using annotated sketches
* Produces 3D models to develop and communicate ideas
* uses mathematical modelling to indicate likely performance before using physical materials and components, for instance when developing circuits or gearing systems
* gives oral and digital presentations and use computer-based tools
* Where available, confidently uses 2D and begin to use 3D CAD packages to model their ideas and evaluate the outcomes
* Where available, confidently produces models of their ideas using CAM to test out their ideas and evaluate the outcomes
 |
|  | 8 Making 0.1 | * Planning
 | * Selects appropriately from specialist tools, techniques, processes, equipment and machinery, including computer-aided manufacture
* selects appropriately from a wider, more complex range of materials, components and ingredients, considering their properties such as water resistance and stiffness
* produces ordered sequences and schedules for manufacturing products they design, detailing resources required
* produces costings using spreadsheets for products they design and make
 |
|  | 8 Making 0.2 | * Practical skills and techniques
 | * Follows procedures for safety and hygiene and understand the process of risk assessment
* Uses a wider, more complex range of materials, components and ingredients, considering their properties
* uses a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products precisely
* Exploits the use of CAD/CAM equipment to manufacture products, increasing standards of quality, scale of production and precision
* Applies a range of finishing techniques, including those from art and design, to a broad range of materials including textiles, metals, polymers and woods
* Makes use of specialist equipment to mark out materials
* Uses a broad range of material joining techniques including stitching, mechanical fastenings, heat processes and adhesives
* Uses CAD/CAM to produce and apply surface finishing techniques, for example using dye sublimation
* Investigates and develops skills in modifying the appearance of materials including textiles and other manufactured materials e.g. dying and applique
 |
|  | 8 Evaluating 0.1 | * Own ideas and products
 | * Can test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups
* evaluates their products against their original specification and identify ways of improving them
* Can actively involve others in the testing of their products
 |
|  | 8 Evaluating 0.2 | * Existing products
 | * Can investigate and analyse new and emerging technologies
* Can investigate and analyse products through disassembly to decide how they are constructed and how they function
* Investigate and analyse the positive and negative impacts that products have in the wider world
 |
|  | 8 Evaluating 0.3 | * Key events and individuals
 | * Knows about an increasing range of designers, engineers, chefs, technologists and manufacturers and can relate their products to their own designing and making
 |
|  | 8 Technical Knowledge 0.1 | * Making products work
 | * uses learning from science to help design and make products that work
* uses learning from mathematics to help design and make products that work
* understands the properties of materials, including smart materials, and how they can be used to advantage
* understand the performance of structural elements to achieve functioning solutions
* understand how more advanced mechanical systems used in their products enable changes in movement and force
* shows how to competently use a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment
* knows to classify materials by structure e.g. hard words, soft woods, ferrous and non-ferrous, thermoplastic and thermosetting plastics
* can explain about the physical properties of materials e.g. grain, brittleness, flexibility, elasticity, malleability and thermal
* can explain how more advanced electrical and electronic systems can be powered and used in their products
* Is able to use simple electronic circuits incorporating inputs and outputs
* Can explain about textile fibre sources e.g. natural and synthetic and fabrics e.g. plain and woven
* Is developing how to select and modify patterns for use in textile construction
 |
|  | 8 Cooking and Nutrition 0.1 | * Where food comes from
 | * Explains how food is produced, processed and sold in different ways, for example conventional and organic farming.
* Explains how people’s choice of food can be affected by availability, season, need, cost where the food is produced, culture and religion
* Explains the importance of a healthy and varied diet as shown in The eatwell guide and Eight tips for healthy eating. Apply knowledge in the correct context in lessons and beyond.
* Explains the different amounts of energy and nutrients in food; that these have important functions in the body; and that people require different amounts during their life. Apply knowledge in the correct context in lessons and beyond.
* Applies knowledge of how to taste and cook a broader range of ingredients and healthy recipes, explain how to account for a range of needs, wants and values
* Explains and apply how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging
* Applies the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot
 |
|  | 8 Cooking and Nutrition 0.2 | * Food preparation, cooking and nutrition
 | * Applies knowledge of how to store, prepare and cook food safely and hygienically
* Applies knowledge of how to use date-mark and storage instructions when storing and using food and drinks
* Applies knowledge of how to select and prepare ingredients
* Applies knowledge of how to use a range of utensils and electrical equipment
* Applies knowledge of how to apply heat in different ways
* Applies knowledge of taste, texture and smell to decide how to season dishes and combine ingredients
* Applies knowledge of how to adapt and use their own recipes
* Applies knowledge of how to cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet
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| Column A  | Column B | Column C | Column D |
| Subject | Unique Domain Code | “Big ideas” used to track each pupils summative progress at strategic assessment points | Statements |
| Design and Technology Year 9 | 9 Designing 0.1 | * Understanding contexts, users and purposes
 | * Works confidently within a range of contexts
* Takes creative risks when making design decisions and evaluate the implications of these risks
* Analyses where human values may conflict and compromise should be achieved and be able to justify your opinions/decisions in their own designing
* Develops design specifications that include a wider range of requirements such as environment, aesthetic, cost, maintenance, quality and safety
* Confidently research the health and wellbeing, cultural, religious and socio-economic contexts of their intended users
* Understands how to reformulate design problems given to them.
 |
|  | 9 Designing 0.2 | * Generating, developing, modelling and communicating ideas
 | * Uses specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations and combine ideas from a variety of sources
* Avoids stereotypical responses and generate creative ideas by using a range of approaches, for example biomimicry and user-centred design.
* Can decide which design criteria take priority when there are clashes
* Can confidently develop and communicate design ideas using annotated sketches
* Produces 3D models to develop and communicate ideas
* Uses mathematical modelling to indicate likely performance before using physical materials and components, for instance when developing circuits or gearing systems
* Gives oral and digital presentations and use computer-based tools
* Where available, confidently use 2D and begin to use 3D CAD packages to model, develop and present their ideas and evaluate the outcomes
* Where available, use CAD and related software packages to justify their designs before manufacture.
 |
|  | 9 Making 0.1 | * Planning
 | * Selects appropriately from specialist tools, techniques, processes, equipment and machinery, including computer-aided manufacture
* Selects appropriately from a wider, more complex range of materials, components and ingredients, considering their properties such as water resistance and stiffness
 |
|  | 9 Making 0.2 | * Practical skills and techniques
 | * Creates production schedules that inform their own and others’ roles in the manufacturing of products they design
* Makes simple use of planning tools, for instance Gant charts
* Communicates their plans clearly so that others can implement them
* Matches and selects suitable materials considering their fitness for purpose
* Follows procedures for safety and hygiene and understand the process of risk assessment
* Uses a wider, more complex range of materials, components and ingredients, considering their properties
* uses a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products precisely
* Exploits the use of CAD/CAM equipment to manufacture products, increasing standards of quality, scale of production and precision
* Applies a range of finishing techniques, including those from art and design, to a broad range of materials including textiles, metals, polymers and woods
* Can adapt their methods of manufacture to changing circumstances
* recognises when it is necessary to develop a new skill or technique
 |
|  | 9 Evaluating 0.1 | * Own ideas and products
 | * Can test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups
* Selects appropriate methods to evaluate their products in use and modifies them to improve performance
 |
|  | 9 Evaluating 0.2 | * Existing products
 | * Produces short reports, making suggestions for improvements
* products that they are less familiar with using themselves
* investigates and analyses products considering life cycle analysis
* investigates and analyses how products can be developed considering the concept of ‘cradle to grave’
* investigates and analyses the concept of circular economy approaches in relation to product development and consumption
 |
|  | 9 Evaluating 0.3 | * Key events and individuals
 | * Knows about an increasing range of designers, engineers, chefs, technologists and manufacturers and is able to relate their products to their own designing and making
 |
|  | 9 Technical Knowledge 0.1 | * Making products work
 | * uses learning from science to help design and make products that work
* uses learning from mathematics to help design and make products that work
* understands the properties of materials, including smart materials, and how they can be used to advantage
* understand the performance of structural elements to achieve functioning solutions
* understand how more advanced mechanical systems used in their products enable changes in movement and force
* shows how to competently use a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment
* knows to classify materials by structure e.g. hard words, soft woods, ferrous and non-ferrous, thermoplastic and thermosetting plastics and is able to explain the suitability of these products over others
* can confidently explain about the physical properties of materials e.g. grain, brittleness, flexibility, elasticity, malleability and thermal
* can confidently explain how a range or more advanced electrical and electronic systems can be powered and used in their products
* Is able to use simple electronic circuits incorporating inputs and outputs
* Can confidently explain about textile fibre sources e.g. natural and synthetic and fabrics e.g. plain and woven
* Is able to confidently select and modify a range patterns for use in textile construction
* Knows materials can be cast in moulds
* Can demonstrate how to make adjustments to the settings of equipment and machinery such as sewing machines and drilling machines
* Can apply computing and use electronics to embed intelligence in products that respond to inputs
* Makes use of sensors to detect heat, light, sound and movement such as thermistors and light dependant resistors
* Knows to apply the concepts of feedback in systems
* Know to control outputs such as actuators and motors
* Knows how to use software and hardware to develop programmes and transfer these to programmable components for example, microcontrollers
* Knows how to make use of microcontrollers in products they design and manufacture themselves
* Knows how to construct and use simple and compound gear trains to drive mechanical systems from a high revving motor
 |
|  | 9 Cooking and Nutrition 0.1 | * Where food comes from
 | * Explains how and why food is produced, processed and sold in different ways, for example conventional and organic farming, fair trade
* Explains how and why people’s choice of food can be affected by availability, season, need, cost, where the food is produced, culture and religion
* Compares the cost of food when planning to eat out or cook at home
* Evaluates the influence of food marketing, advertising and promotion on diet and purchasing behaviour
* Considers the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight
* Develops the use of nutrition information and allergy advice panels on food labels to help make informed food choices
* Develops a broader range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending
* Independently develops the use of modified recipes and cook dishes that promote current healthy eating messages
* Securely applies the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot
 |
|  | 9 Cooking and Nutrition 0.2 | * Food preparation, cooking and nutrition
 | * Securely applies knowledge and independently structure how to store, prepare and cook food safely and hygienically
* Securely applies knowledge of how to use date-mark and storage instructions when storing and using food and drinks
* Securely applies knowledge and develop how to select and prepare ingredients
* Securely applies knowledge of how to use a range of utensils and electrical equipment and evaluate the best use of each, in context
* Securely applies knowledge of how to apply heat in different ways
* Securely applies knowledge and develop the use of taste, texture and smell to decide how to season dishes and combine ingredients
* Securely applies knowledge and develop how to adapt and use their own recipes
* Securely applies knowledge and develop how to cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet
 |