



Design Technology Year 7-8

Rossett School
Success for everyone

Foundation (1-3)	Developing (4-5)	Secure (6-7)	Excellence (8-9)
<ul style="list-style-type: none"> • I can research the task or product. • I can write a simple description of what I want my product to be like. • I can sketch my design idea with labels. • I can name and find tools I will use. I can make a simple plan. • I use tools with some accuracy and I collect equipment I need. • I can say something new I have learnt in each lesson. • I can suggest one way in which my product can be improved. • I have comments from others about my products. • I can evaluate my work. 	<ul style="list-style-type: none"> • I use three methods to research. • I can write my own specification for my product and sum up the results of my research. • I can sketch and label a range of ideas, giving reasons for choice. • I can complete a full list of materials for my product and can measure my materials. • I can produce a clear step by step plan. • I use tools accurately, considering presentation of the product. • I can discuss what has gone well in the lesson and what can be improved with my product. • I can discuss how to improve during the lesson. • I can explain and/or demonstrate <i>understanding</i> of the topic. 	<ul style="list-style-type: none"> • I have considered a wide range of alternative design proposals/ materials. • I use my research to write a reasoned specification. I can explain the reasons for choice in a range of ideas. I can refer to my specification when explaining my designs. • I can list without help the equipment I will use. • I can produce a detailed plan that others can use to make the product. • I know how to change my product as I make it. • I can use my plan to make my products accurately without support. • I can make improvements to my product as it is made. • I can evaluate my product against the specification. • I can work out the cost of my product per item/portion. • I can transfer the knowledge from this topic into different situations. 	<ul style="list-style-type: none"> • I have looked at existing products as research for my design ideas. My research is from a variety of sources. • Using research I can produce a clear and detailed specification including reasons for each point. • I have tested my idea against the specification. I ask people what they think of my design. I explain the feedback and use this to support my design. • I can produce a clear and detailed flow diagram. • My plan will include control checks and decisions. I use the correct processes to make a successful product. • I choose the correct materials to make a successful product which is finished accurately without flaws. • I can evaluate how my research helped my designing, planning and making. • I can work out and evaluate the component value of my product. • I can analyse how this topic information affects future products and planning.

Design Technology Year 7-8

Foundation (1-3)	Developing (4-5)	Secure (6-7)	Excellence (8-9)
<ul style="list-style-type: none"> • I use three methods to research. • I can write my own specification for my product and sum up the results of my research. • I can sketch and label a range of ideas, giving reasons for choice. • I can complete a full list of materials for my product and can measure my materials. • I can produce a clear step by step plan. • I use tools accurately, considering presentation of the product. • I can discuss what has gone well in the lesson and what can be improved with my product. • I can discuss how to improve during the lesson. • I can explain and/or demonstrate understanding of the topic. 	<ul style="list-style-type: none"> • I have considered a wide range of alternative design proposals/ materials. • I use my research to write a reasoned specification. • I can explain the reasons for choice in a range of ideas. • I can refer to my specification when explaining my designs. • I can list without help the equipment I will use. • I can produce a detailed plan that others can use to make the product. • I know how to change my product as I make it. • I can use my plan to make my products accurately without support. • I can make improvements to my product as it is made. • I can evaluate my product against the specification. • I can work out the cost of my product per item/portion. • I can transfer the knowledge from this topic into different situations. 	<ul style="list-style-type: none"> • I have looked at existing products as research for my design ideas. My research is from a variety of sources. • Using research I can produce a clear and detailed specification including reasons for each point. • I have tested my idea against the specification. I ask people what they think of my design. • I explain the feedback and use this to support my design. • I can produce a clear and detailed flow diagram. My plan will include control checks and decisions. • I use the correct processes to make a successful product. • I choose the correct materials to make a successful product which is finished accurately without flaws. • I can evaluate how my research helped my designing, planning and making. • I can work out and evaluate the component value of my product. • I can analyse how this topic information affects future products and planning. 	<ul style="list-style-type: none"> • I have researched a large variety of sources and explained different ways that I can manufacture my product. • My specification is based on research and explains how the product could be made on a larger scale. • My design is made based on feedback. • I have explained how my product might be produced on a larger scale. • My flow diagram is accurate and includes all processes. • My plan includes reasoned control checks. • I can add accurate timings to my flow diagram. • I can use a range of skills and techniques to ensure a highly accurate and detailed product. • I can explain my choice of materials to make a highly accurate product. I explain any changes made to my plan during the lesson. • I can suggest improvements to my product for different target markets. • I can explain the reasons for changing my design. • I can critically assess the different elements of my product and the topic information. • I can propose how different target groups and different materials may affect this topic.