Year 7

Design & Technology

1 Research & Analysis (Graphics)	• Identified products that reflect different historical design styles. • Recognised the obvious design style features. • Used CAD to design a simple piece of jewellery.	• Identified a range of products that reflect the four historical design styles. • Described the characteristics of each design style. • Used CAD to design a piece of jewellery based on a design style.	• Identified a range of products (including lettering) that clearly reflect the four historical design styles. • Compared similar products and correctly described the characteristics of each. • Used CAD to successfully design a piece of jewellery clearly based on a chosen design style.
2 Designing and Developing skills (Textiles)	• Some initial design ideas and a final design drawn. • Some designs are coloured and labelled. • Basic evaluation given.	• A range of creative design ideas leading to a developed final idea. • Designs are coloured and labelled. • An evaluation which references design decisions and improvements.	• A range of creative and original initial ideas and final idea. • Designs are coloured with detailed annotation. • An evaluation which references design decisions and suggest well considered improvements.
3 Making skills (Resistant Materials)	• Can use tools to mark-out and cut materials with some degree of accuracy. • Can use a additional tools and machinery with a degree of accuracy, considering the main health and safety points. • Can generally finish products to make them safe. • The product outcome generally reflects the working drawing.	• Can select appropriate tools to measure, mark-out and cut materials with a good level of accuracy. • Can select and use a variety of additional tools and machinery with a good level of skill and accuracy whilst identifying most aspects of health and safety in relation to individual tasks. • Can use a variety of finishing methods to remove splinters and sharp edges to make the product safe. • The product outcome reflects the working drawing.	• Can independently select the correct tools to mark-out and cut materials using the correct methods within a tolerance of 2mm. • Can independently and confidently select and use additional tools and machinery with a high level of skill and accuracy, displaying a total awareness of all health and safety considerations throughout the whole making process. • Can produce a high quality finish on their product which is both safe and aesthetically pleasing. • The product outcome closely reflects the working drawing.
4 Technical knowledge and understanding (Electronics)	• Know the names and functions of some of the components. • Have some understanding of basic electronics. • Some soldering tools identified. • Some of the soldering process explained.	• Know the names and functions of most of the components in the circuit. • Have a good understanding of basic electronics and components. • All of the soldering tools identitfied. • Most of the solder processes identified with some consideration of safety.	• Know the names and functions of all the components in the circuit. • Have an indepth knowledge of basic electronics and how the components work in the circuit. • All of the soldering tools and processes clearly identified with consideration of safety. • Identification of how to ensure an effective solder joint.
5 Evaluation & Testing (Food)	• Some consideration given to nutritional content. • Some strengths and weaknesses identified. • Some improvements suggested. • Sensory testing is completed but not fully analysed.	• Nutritional content is considered with some analysis. • Relevant strengths and weaknesses are included. • Relevant and specific improvements suggested. • Sensory testing is completed and analysed.	• The nutritional content of products is well considered and effectively analysed. • The strengths and weaknesses of products is effectively explained. • Creative improvements are suggested and are well-considered. • Sensory testing is accurately completed and effectively analysed.