

## Key Stage 2 – Design Technology

| Design Technology   |         |          |            |           |            |  |  |  |
|---|---------|----------|------------|-----------|------------|--|--|--|
|   |         |          |            |           |            |  |  |  |
| DT1 - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups             |         |          |            |           |            |  |  |  |
| Not Met   | Shallow | Emerging | Developing | Deepening | Functional |  |  |  |
|   |         |          |            |           |            |  |  |  |
| DT2 - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design    |         |          |            |           |            |  |  |  |
| Not Met   | Shallow | Emerging | Developing | Deepening | Functional |  |  |  |
|   |         |          |            |           |            |  |  |  |
| DT3 - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |         |          |            |           |            |  |  |  |
| Not Met   | Shallow | Emerging | Developing | Deepening | Functional |  |  |  |
| DT4 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics                                |         |          |            |           |            |  |  |  |
| Not Met   | Shallow | Emerging | Developing | Deepening | Functional |  |  |  |
| DT5 - Investigate and analyse a range of existing products  |         |          |            |           |            |  |  |  |
| Not Met   | Shallow | Emerging | Developing | Deepening | Functional |  |  |  |
|   |         |          |            |           |            |  |  |  |
| DT6 - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  |         |          |            |           |            |  |  |  |
| Not Met   | Shallow | Emerging | Developing | Deepening | Functional |  |  |  |
| DT7 - Understand how key events and individuals in design and technology have helped shape the world  |         |          |            |           |            |  |  |  |
| Not Met   | Shallow | Emerging | Developing | Deepening | Functional |  |  |  |
|   |         |          |            |           |            |  |  |  |
| DT8 - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures   |         |          |            |           |            |  |  |  |
| Not Met   | Shallow | Emerging | Developing | Deepening | Functional |  |  |  |
| DT9 - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  |         |          |            |           |            |  |  |  |
| Not Met   | Shallow | Emerging | Developing | Deepening | Functional |  |  |  |
|   |         |          |            |           |            |  |  |  |
| DT10 - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]   |         |          |            |           |            |  |  |  |
| Not Met   | Shallow | Emerging | Developing | Deepening | Functional |  |  |  |
|   |         |          |            |           |            |  |  |  |
| DT11 - Apply their understanding of computing to program, monitor and control their products.   |         |          |            |           |            |  |  |  |



## NCEA Castle School – Design Technology National Curriculum Assessment Criteria

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---------|---------|----------|------------|-----------|------------|
|         |         |          |            |           |            |