

# St. Aidan's Catholic Academy

## Key Learning Concept for Design Technology Year 8

Topic	Emerging 1 and 2	Developing 3 and 4	Secure 5 and 6	Mastering 7 and 8
Autumn 1 Careers in DT Structures	<p>Can write one good and one bad point about a picture I have collected.</p> <p>Understands that a bridge is a structure. Can design a simple bridge structure.</p>	<p>Can write one good and one bad point about each of the pictures that I have collected. Can explain what a structure is.</p> <p>Can design a range of effective bridge designs.</p>	<p>Can write good and bad points about images that are relevant to my task.</p> <p>Can explain in detail what a structure is and triangulation</p> <p>Can talk about my ideas with my teacher and explain the reason behind the design.</p>	<p>Can explain how the images I have sourced could be used in my design. Can explain a structure, triangulation, ties and struts in detail.</p> <p>My decision-making is based on sound knowledge gained from my research - in particular physical properties and working characteristics.</p>
Autumn 2 Bridge builder	<p>Is aware of possible problems with my designs and explain how I might overcome them.</p> <p>Can work with some independence during my practical work.</p>	<p>Is aware of possible problems with my designs and I can make improvements to the design.</p> <p>Can work mainly independently during my practical work.</p>	<p>Can design and develop ideas by using a variety of information sources.</p> <p>Can work independently during my practical work.</p>	<p>Can draw on and use many sources of information to creatively develop my ideas.</p> <p>Can work very independently throughout the practical work.</p>
Spring 1 Timber and wood joints	<p>Can, with help, make jointed sides with limited accuracy.</p>	<p>Can make jointed sides with some accuracy.</p>	<p>Can make jointed sides with accuracy and show one skill.</p>	<p>Can make jointed sides accurately and show more than one skill.</p>
Spring 2 Box project and CAD CAM	<p>Can write a design specification which reflects my research.</p> <p>Can, with help, make a product which has limited accuracy and works.</p>	<p>Can write a design specification which reflects most of the findings of my research.</p> <p>Can make a product which uses one skill with some accuracy.</p>	<p>Can write a design specification which identifies most key aspects needed to develop a range of design ideas.</p> <p>Can make a product which has some accuracy in parts.</p>	<p>Can write a design specification which fully reflects the findings of my research and leads to a detailed list of success criteria.</p> <p>Can make a product which is accurate.</p>
Summer 1 Box project making	<p>My development uses a mixture of sketches and labels to tell the teacher about the materials and sizes.</p> <p>Can identify one quality check for my practical work.</p>	<p>I can present my development work nearly using 2D/3D drawings.</p> <p>Can identify at least two quality checks for my practical work.</p>	<p>I can make ideas/developments clear using drawings, discussion and modelling, showing an understanding of costs and peoples' tastes.</p> <p>Can identify quality check stages in my work before I make it.</p>	<p>My final development shows all final details including dimensions, materials, colour, images and processes, and meets all of my specification points.</p> <p>Can apply quality checks during the making of my product.</p>

Summer 2 Box project making	Can make a product which is mostly finished and uses at least one skill Can say if I was successful or unsuccessful.	Can make a product which has a good level of demand in some parts Can identify a way of making my work look and work better.	Can make a product which has a very good level of making Can use my specification to base my reflection on and suggest modifications.	Can make a product which has an outstanding, shop-quality level of accuracy in its making and finishing Can identify a broad range of criteria for evaluating my product.
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Half Term	Assessment Tasks
Autumn 1	Formative assessment task. Front cover of Structures project. Lesson one – focus on lettering, image and use of colour. Research, detailed analysis of structures and bridges.
Autumn 2	Bridge project (practical).
Spring 1	Test on structures.
Spring 2	Practical outcome.
Summer 1	Practical outcome
Summer 2	Practical outcome.