

Design & Technology

Year 8



	Emerging – a student whose understanding of the Y8 D&T skills is still emerging will be able to:	Developing – a student who is developing their Y8 D&T skills will be able to:	Secure – a student who is secure in the skills in the Y8 D&T curriculum will be able to:	Mastered – a student who has mastered the skills in the Y8 D&T curriculum will be able to:
Research and Design Brief	<ul style="list-style-type: none"> • Be able to produce research, using either primary or secondary methods. • Be able identify key some aspects of a design brief and respond with a limited solution. 	<ul style="list-style-type: none"> • Be able to produce and evaluate research, using either primary or secondary methods. • Be able identify key aspects of a design brief and respond with a solution. 	<ul style="list-style-type: none"> • Be able to produce detailed research and evaluate it in logical manner, using either primary or secondary methods. • Be able identify key aspects of a design brief and respond with a creative solution. 	<ul style="list-style-type: none"> • Be able to produce very detailed research and critically evaluate it, using either primary or secondary methods. • Be able identify key aspects of a design brief and respond with an innovative solution.
Design	<ul style="list-style-type: none"> • Be able to produce basic design ideas with some links to the design brief. • Can annotate ideas to show basic aspects of the design. 	<ul style="list-style-type: none"> • Be able to produce relevant design ideas with moderate links to the design brief. • Can annotate ideas, explaining key aspects of the design. 	<ul style="list-style-type: none"> • Be able sketch creative design ideas using some technical drawing. Ideas link to the design brief. • Can annotate ideas, explaining key aspects of the design and linking it to the design brief. 	<ul style="list-style-type: none"> • Be able sketch innovative design ideas, correctly using technical drawing. Ideas have strong links to design brief • Can annotate ideas, justifying key aspects of the design and clearly linking it to the design brief.
Make	<ul style="list-style-type: none"> • Be able to identify a range of key equipment and tools and know how to use them safely with a high level of support. • Can present work with some accuracy. 	<ul style="list-style-type: none"> • Be able to identify a range of key equipment and tools and know how to use them safely and accurately with some support. • Can work accurately and make suitable changes with some support. 	<ul style="list-style-type: none"> • Be able to identify a variety of equipment and tools and know how to use key equipment safely, accurately with very little support. • Can work accurately and make suitable changes independently. 	<ul style="list-style-type: none"> • Be able to identify a wide variety of equipment and tools and know how to use key equipment safely, accurately and independently. • Can present work with a very high level of accuracy and make suitable changes independently.
Evaluate	<ul style="list-style-type: none"> • Be able to identify something new learnt in a lesson. • Be able to suggest what is successful about a 	<ul style="list-style-type: none"> • Be able to explain what has gone well during a lesson and why. • Be able to discuss the pros and cons of a product in 	<ul style="list-style-type: none"> • Be able to critically reflect on their progress within a lesson. • Be able to discuss the pros and cons of a product, making 	<ul style="list-style-type: none"> • Be able to critically reflect on their progress within an entire project. • Be able to discuss in depth the pros and cons of a product, making links

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	product and at least one way in which it can be improved.	relation to the design brief/success criteria and suggest improvements.	links to research and suggesting improvements.	to research and suggesting viable improvements.
Technical Knowledge	<ul style="list-style-type: none"> •To be able to identify one type of technical drawing. •To be able describe some properties and uses of key materials. 	<ul style="list-style-type: none"> •To be able to identify at least one type of technical drawing and explain why it is used. •To be able describe the properties and uses of key materials, with some knowledge of how they are made. 	<ul style="list-style-type: none"> •To be able to identify two types of technical drawing and explain why they are used. •To be able describe the properties and uses of key materials and explain how they are made. 	<ul style="list-style-type: none"> •To be able to identify at least two types of technical drawing and explain in detail why they are used. •To be able describe in the properties and uses of key materials and explain in detail how they are commercially manufactured.
Historical Knowledge	<ul style="list-style-type: none"> •To be able to identify some key technologies. •To be able to name some key design movements. 	<ul style="list-style-type: none"> •To be able to identify key technologies with some knowledge of their historical context. •To be able name and identify the key features of some design movements. 	<ul style="list-style-type: none"> •To be able to identify key technologies with moderate knowledge of their historical context. •To be able name and identify the key features of a range of design movements, with some knowledge of their historical context. 	<ul style="list-style-type: none"> •To be able to identify key technologies with sound knowledge of their historical context. •To demonstrate a sound knowledge of a range of design movements, including key aesthetic features and socio-historical context.