



DT Assessment and Tracking

Year 1/2 Overview 24/25

Disciplinary Knowledge – Disciplinary knowledge will be explored and developed throughout the D&T curriculum as pupils move through the school. They can be used across all aspects of a subject to grow an awareness of how designers construct their knowledge.			
Responsibility: (working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients)	WTS	EXS	GDS
Similarity and difference: (making comparisons, noting differences and drawing conclusions)		Rest of class	
Cause and consequence: (identifying how things work, how an action can cause change/movement)		Rest of class	
Significance: (significant designers and designs, real world examples of effective and successful products)		Rest of class	
Written and oral expression: (Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting)		Rest of class	

Textiles – Pouches			
Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.	WTS	EXS	GDS
Prepare and cut fabric to make a pouch from a template.		Rest of class	
Use a running stitch to join the two pieces of fabric together.		Rest of class	
Decorate their pouch using the materials provided.		Rest of class	

Cooking and Nutrition – A Balanced diet – Create a tasty Wrap			
Name the main food groups and identify foods that belong to each group.	WTS	EXS	GDS
Describe the taste, feel and smell of a given food.		Rest of class	
Think of three different wrap ideas, considering flavour combinations.		Rest of class	
Construct a wrap that meets the design brief and their plan.		Rest of class	

Mechanical systems and structures			
Identify man-made and natural structures.	WTS	EXS	GDS
Identify stable and unstable structural shapes.		Rest of class	
Contribute to discussions.		Rest of class	
Identify features that make a chair stable.		Rest of class	
Work independently to make a stable structure, following a demonstration.			
Explain how their ideas would be suitable for Baby Bear.			
Produce a model that supports a teddy, using the appropriate materials and construction techniques.			
Explain how they made their model strong, stiff and stable.			

Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS)

1)

2)

3)