



DT Assessment and Tracking

Year 4 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 – Fastenings			
Identify the features, benefits and disadvantages of a range of fastening types.	WTS	EXS	GDS
Write design criteria and design a sleeve that satisfies the criteria.		Rest of class	
Make a template for their book sleeve.		Rest of class	
Assemble their case using any stitch they are comfortable with.		Rest of class	

Cooking and Nutrition – Adapt a recipe			
Describe features of biscuits using taste, texture and appearance.	WTS	EXS	GDS
Follow a recipe with support.		Rest of class	
Use a budget to plan a recipe.		Rest of class	
Adapt a recipe using additional ingredients.		Rest of class	

Mechanical systems and structures – Making a car			
Describe key design improvements in the history of the automobile. Provide specific feedback and adjust my design to incorporate customer feedback.	WTS	EXS	GDS
Measure and compare the distance travelled by different mechanical cars.		Rest of class	
Choose and use appropriate tools and materials to make mechanical cars.		Rest of class	
Draw exploded diagrams and annotated sketches of my different mechanical cars.		Rest of class	
Use a problem statement to identify the design criteria.		Rest of class	
Conduct market research into existing products.		Rest of class	
Provide specific feedback and adjust my design to incorporate customer feedback.		Rest of class	
Structures – Pavilions		Rest of class	
Produce a range of free-standing frame structures of different shapes and sizes. Select appropriate materials and techniques to add cladding to their pavilion.		Rest of class	
Design a pavilion that is strong, stable and aesthetically pleasing.		Rest of class	
Select appropriate materials and construction techniques to create a stable, free-standing frame structure.		Rest of class	
Select appropriate materials and techniques to add cladding to their pavilion.		Rest of class	

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

1)

2)

3)

