



DT Assessment and Tracking

Year 6 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 – waistcoats			
Consider a range of factors in their design criteria and use this to create a waistcoat design.	WTS	EXS	GDS
Use a template to mark and cut out a design.		Rest of class	
Use a running stitch to join fabric to make a functional waistcoat.		Rest of class	
Attach a secure fastening, as well as decorative objects.		Rest of class	
Evaluate their final product.			

Cooking and Nutrition – Come dine with me			
Find a suitable recipe for their course.	WTS	EXS	GDS
Record the relevant ingredients and equipment needed.		Rest of class	
Follow a recipe, including using the correct quantities of each ingredient.		Rest of class	
Write a recipe, explaining the process taken.		Rest of class	
Explain where certain key foods come from before they appear on the supermarket shelf.			

Mechanical systems and structures – automata toys			
Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements.	WTS	EXS	GDS
Follow health and safety rules, taking care with the equipment.		Rest of class	
Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration.		Rest of class	
Develop a design idea with some descriptive notes.		Rest of class	
Create neat, decorated follower toppers with some accuracy.		Rest of class	
Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.		Rest of class	
Decorate and finish the automata to meet the design criteria and brief.		Rest of class	
Evaluate their finished product, making descriptive and reflective points on function and form.		Rest of class	

Structures - Playgrounds			
Create five apparatus designs, applying the design criteria to their work.	WTS	EXS	GDS
Make suitable changes to their work after peer evaluation.		Rest of class	
Make roughly three different structures from their plans using the materials available.		Rest of class	
Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.		Rest of class	
Secure their apparatus to a base.		Rest of class	
Make a range of landscape features using a variety of materials which will enhance their apparatus.		Rest of class	

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

1)

2)

3)

