

<h1>Year 7</h1> <h2>Design &amp; Technology</h2>			
<b>1</b> <b>Research &amp; Analysis (Graphics)</b>	<ul style="list-style-type: none"> <li>Identified products that reflect different historical design styles.</li> <li>Recognised the obvious design style features.</li> <li>Used CAD to design a simple piece of jewellery.</li> </ul>	<ul style="list-style-type: none"> <li>Identified a range of products that reflect the four historical design styles.</li> <li>Described the characteristics of each design style.</li> <li>Used CAD to design a piece of jewellery based on a design style.</li> </ul>	<ul style="list-style-type: none"> <li>Identified a range of products (including lettering) that clearly reflect the four historical design styles.</li> <li>Compared similar products and correctly described the characteristics of each.</li> <li>Used CAD to successfully design a piece of jewellery clearly based on a chosen design style.</li> </ul>
<b>2.</b> <b>Designing and Developing skills (Textiles)</b>	<ul style="list-style-type: none"> <li>The pupil has produced some sketches using construction lines and light colouring in</li> <li>The pupil has selected at least one image that shows some links to their design ideas</li> <li>The pupils has identified some tests to make sure they're safe to use, and have suggested some improvements</li> <li>The pupil has made some contribution to their pairs model</li> </ul>	<ul style="list-style-type: none"> <li>The pupil has sketches making use of construction lines and a fair amount of accuracy in their sketches. Colours are represented well.</li> <li>The pupil has select at least 1 or 2 images which mostly link to their design ideas</li> <li>The pupil has identified tests that test different aspects of their design and have suggested good improvements</li> <li>The pupil has made a good contribution to the modelling of their pairs design, and the model show some good modelling skills</li> </ul>	<ul style="list-style-type: none"> <li>The pupil has detailed sketches making good use of construction lines and a good amount of accuracy in their sketches. Colours are represented very accurately</li> <li>The pupil has selected more then 2 of images which are directly linked to sketches with explanations</li> <li>The pupil has identified a range of tests for different aspects of their model and can suggest relevant improvements</li> <li>The pupil has made a very good contribution to their pairs model and has demonstrated good understanding of how to produce an accurate model with more complex structures.</li> </ul>
<b>3</b> <b>Making skills (Resistant Materials)</b>	<ul style="list-style-type: none"> <li>Can use tools to mark-out and cut materials with some degree of accuracy.</li> <li>Can use a additional tools and machinery with a degree of accuracy, considering the main health and safety points.</li> <li>Can generally finish products to make them safe.</li> <li>The product outcome generally reflects the working drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Can select appropriate tools to measure, mark-out and cut materials with a good level of accuracy.</li> <li>Can select and use a variety of additional tools and machinery with a good level of skill and accuracy whilst identifying most aspects of health and safety in relation to individual tasks.</li> <li>Can use a variety of finishing methods to remove splinters and sharp edges to make the product safe.</li> <li>The product outcome reflects the working drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Can independently select the correct tools to mark-out and cut materials using the correct methods within a tolerance of 2mm.</li> <li>Can independently and confidently select and use additional tools and machinery with a high level of skill and accuracy, displaying a total awareness of all health and safety considerations throughout the whole making process.</li> <li>Can produce a high quality finish on their product which is both safe and aesthetically pleasing.</li> <li>The product outcome closely reflects the working drawing</li> </ul>
<b>4</b> <b>Technical knowledge and understanding (Electronics)</b>	<ul style="list-style-type: none"> <li>Know the names and functions of some of the components.</li> <li>Have some understanding of basic electronics.</li> <li>Some soldering tools identified.</li> <li>Some of the soldering process explained.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names and functions of most of the components in the circuit.</li> <li>Have a good understanding of basic electronics and components.</li> <li>All of the soldering tools identified.</li> <li>Most of the solder processes identified with some consideration of safety.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names and functions of all the components in the circuit.</li> <li>Have an in-depth knowledge of basic electronics and how the components work in the circuit.</li> <li>All of the soldering tools and processes clearly identified with consideration of safety.</li> <li>Identification of how to ensure an effective solder joint.</li> </ul>
<b>5</b> <b>Evaluation &amp; Testing (Food)</b>	<ul style="list-style-type: none"> <li>Some consideration given to nutritional content.</li> <li>Some strengths and weaknesses identified.</li> <li>Some improvements suggested.</li> <li>Sensory testing is completed but not fully analysed.</li> </ul>	<ul style="list-style-type: none"> <li>Nutritional content is considered with some analysis.</li> <li>Relevant strengths and weaknesses are included.</li> <li>Relevant and specific improvements suggested.</li> <li>Sensory testing is completed and analysed.</li> </ul>	<ul style="list-style-type: none"> <li>The nutritional content of products is well considered and effectively analysed.</li> <li>The strengths and weaknesses of products is effectively explained.</li> <li>Creative improvements are suggested and are well-considered.</li> </ul>