# KS3 Technology Curriculum Map

| | | Research Ideas. | Experiment and improve work. | Record ideas. | Final outcome. |
|---|---|---|---|---|---|
| Year 9 | **3** | • I can draw and label multiple ideas that relate to the design brief<br>• I can annotate my design ideas to show I have drawn inspiration from research of existing products<br>• I can show evidence in my designs of allowing for cultural differences where appropriate<br>• I can produce detailed product designs that are innovative and complex<br>• I can demonstrate a high degree of complexity, innovation and individual flair in my product designs | • I can choose and use tools/equipment with independence and a high degree of dexterity and mastery throughout practical work<br>• I can make a product which demonstrates a high level of precision in its final outcome<br>• I can make a product with a high quality of finish<br>• I can make a product with strong aesthetic appeal and a degree of individuality<br>• I can make a product with unique and distinctive aesthetics<br>• I can use a standard range of techniques and methods in the manufacture of my product<br>• I can suggest alternative ways to make my product throughout the making process to ensure a quality outcome, recording this with words and pictures | • I can continuously evaluate the successes and shortcomings of my project throughout the designing and making process<br>• I can evaluate, in detail, the successes and shortcomings of my project at every point in the designing and making process<br>• I can refer to other people's comments when making my evaluation<br>• I can make a detailed comparison between my product and existing products, using it to justify my choices<br>• I can carry out detailed and thorough tests in order to identify strengths and weaknesses in both the product and the designing and making process | A series of high level project including a built electronic circuit completed to high/ precise level with a completed workbook to a similar level. |
| | **2** | • I can draw and label multiple ideas that relate to the design brief<br>• I can annotate my design ideas to show I have drawn inspiration from research of existing products<br>• I can show evidence in my designs of allowing for cultural differences where appropriate<br>• I can produce detailed product designs that are somewhat complex | • I can choose and use tools/equipment with independence and a high degree of dexterity and mastery throughout practical work<br>• I can make a product which demonstrates a level of precision in its final outcome<br>• I can make a product with a high quality of finish<br>• I can make a product with strong aesthetic appeal and a degree of individuality<br>• I can suggest alternative ways to make my product throughout the making process to ensure a quality outcome, recording this with words and pictures | • I can continuously evaluate the successes and shortcomings of my project throughout the designing and making process<br>• I can evaluate, in detail, the successes and shortcomings of my project at every point in the designing and making process<br>• I can refer to other people's comments when making my evaluation<br>• I can carry out detailed and thorough tests in order to identify strengths and weaknesses in both the product and the designing and making process | A series of high level project including a built electronic circuit completed to a medium/ good level with a completed workbook to a similar level. |
| | **1** | • I can draw and label multiple ideas that relate to the design brief | • I can choose and use tools/equipment with independence and a high degree of dexterity and mastery throughout practical work<br>• I can make a product which demonstrates a high level of accuracy in its final outcome | • I can continuously evaluate the successes and shortcomings of my project throughout the designing and making process | A series of high level project including a built electronic circuit completed to low level with a completed workbook to a similar level. |

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|---|---|---|---|---|---|
| Year 8 | 3 | • I can draw two distinct ideas that relate to the design brief<br>• I can use several distinct design approaches to generate design ideas<br>• I can talk about my ideas with my teacher and explain the reason behind the design<br>• I can show a variety of different ideas that cater for different people's likes and tastes, with some reference to my research<br>• I can produce detailed product designs that show creativity and some complexity | • I can choose and use tools/equipment correctly and safely all the time<br>• I can choose and use tools/equipment with some independence, dexterity and knowledge of correct sequencing during practical work<br>• I can make a product which demonstrates a moderate level of accuracy in its final outcome<br>• I can make a product which demonstrates moderate complexity of design and construction<br>• I can make a product with some aesthetic appeal<br>• I can use a standard range of techniques and methods in the manufacture of my product | • I can identify in writing where my product was successful and where it requires improvement<br>• I can evaluate which parts of the designing and making process have been successful and which require improvement<br>• I can refer to all the points in the design specification when making my evaluation<br>• I can carry out detailed tests on my product in order to identify its strengths and weaknesses | A series of medium difficulty level project including a basic built electronic circuit completed to high level with a completed workbook to a similar level. |
| | 2 | • I can draw two distinct ideas that relate to the design brief<br>• I can talk about my ideas with my teacher and explain the reason behind the design | • I can choose and use tools/equipment correctly and safely all the time<br>• I can choose and use tools/equipment with some independence, dexterity and knowledge of correct sequencing during practical work<br>• I can make a product which demonstrates a moderate level of accuracy in its final outcome<br>• I can make a product with some aesthetic appeal | • I can identify in writing where my product was successful and where it requires improvement<br>• I can evaluate which parts of the designing and making process have been successful and which require improvement<br>• I can refer to all the points in the design specification when making my evaluation | A series of medium difficulty level project including a basic built electronic circuit completed to medium/ good level with a completed workbook to a similar level. |
| | 1 | • I can draw two distinct ideas that relate to the design brief<br>• I can talk about my ideas with my teacher and explain the reason behind the design | • I can choose and use tools/equipment correctly and safely all the time<br>• I can make a product which demonstrates a moderate level of accuracy in its final outcome | • I can identify in writing where my product was successful and where it requires improvement<br>• I can refer to all the points in the design specification when making my evaluation | A series of medium difficulty level project including a basic built electronic circuit completed to low level with a completed workbook to a similar level. (some sections may be missing) |

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|---|---|---|---|---|---|
| Year 7 | **3** | • I can draw three basic design ideas<br>• I can draw one idea related to the design brief using a recognised drawing technique<br>• I can use one recognised design approach to generate a design idea<br>• I can show creativity in the designs for my product | • I can choose and use tools/equipment with help or supervision<br>• I can choose and use tools/equipment correctly and safely some of the time<br>• I can make a product which demonstrates a low level of accuracy relative to the intended outcome<br>• I can make a product with a high quality of finish<br>• I can make a product which is simply designed and constructed | • I can identify verbally where my product was successful and where it requires improvement<br>• I can refer to some points in the design specification when making my evaluation<br>• I can compare my product to existing products<br>• I can perform some basic tests on my product<br>• I can carry out brief tests on my product in order to identify its strengths and weaknesses | A series of basic level projects which may/may not include a basic built electronic circuit completed to high level with a completed workbook to a similar level. |
| | **2** | • I can draw two basic design ideas<br>• I can draw one idea related to the design brief using a recognised drawing technique | • I can choose and use tools/equipment with help or supervision<br>• I can choose and use tools/equipment correctly and safely some of the time<br>• I can make a product which demonstrates a low level of accuracy relative to the intended outcome<br>• I can make a product with a medium quality of finish<br>• I can make a product which is simply designed and constructed | • I can identify verbally where my product was successful and where it requires improvement<br>• I can refer to some points in the design specification when making my evaluation<br>• I can compare my product to existing products<br>• I can perform some basic tests on my product | A series of basic level projects which may/may not include a basic built electronic circuit completed to medium/ good level with a completed workbook to a similar level. |
| | **1** | • I can draw one design idea | • I can choose and use tools/equipment<br>• I can choose and use tools/equipment correctly and safely some of the time with help or supervision<br>• I can make a product which demonstrates a low level of accuracy relative to the intended outcome<br>• I can make a product with a low quality of finish | • I can select appropriate comments evaluating my product, working from statements prepared by a teacher<br>• I can identify verbally where my product was successful and where it requires improvement | A series of basic level projects which may/may not include a basic built electronic circuit completed to low level with a completed workbook to a similar level. (some sections may be missing) |