

DT Non-negotiables

To be an Engineer, I...

work from and create design criteria	can name, choose and use tools appropriately – including working hygienically.	can consider (and where appropriate reference original task/design criteria) when evaluating.	can consider key individuals and moments in the history of how different products evolved and changed (upper KS2).	can explain what I am creating and how this links to what I have done previously.	can consider and/or use simple finishing techniques to improve the appearance of their product (KS2)	use, select and shape different appropriate materials and, where appropriate, consider sustainability.
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Teaching Non-negotiables

<p>'What did we do last time' discussion at the start of each project.</p> <p>This may be revisiting progress at a key point within a project/task or revisiting previous projects from previous terms or years.</p> <p>Visual stimulus to be used where appropriate (photos of past projects, exemplar work, PPT slide).</p>	<p>When appropriate, differentiated tasks to be provided to allow pupils to make progress and meet objectives.</p> <p>(Particularly with regard to planning)</p>	<p>Key vocabulary to be displayed and discussed when teaching each strand.</p> <p>This includes on display around the classroom and electronically as part of a PPT slide.</p>	<p>Time for experimentation to be given during the make process to allow pupils to problem solve and extend and modify the product.</p> <p>Time to be given to explore the progress of peers.</p>	<p>Intervention to take place at the time of the lesson.</p> <p>Intervention should be noted on any written work.</p>	<p>Teachers identify common gaps in the cohort and plan time to close them through adaptation of projects to allow more consolidation (if needed).</p>	<p>All children will have access to the all tasks, activities with adaptive practice used to support and challenge.</p>	<p>Each year group to complete 1 full project (explore, plan, make & evaluate) each term.</p> <p>Where appropriate, Base (blue class and yellow class) & Thrive provision to complete adapted termly project.</p>	<p>Each cohort to complete at least 1 project in each strand across a 2-year cycle.</p>
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Project Non-negotiables

ELEMENT	Revisiting progress/'What did we do last time?'	Plan (Design & Explore)	Make	Evaluate
RECORDING	No evidence required. Can be completed verbally.	<p>Select a design from several possible ideas.</p> <p>Names must be added to all documentation.</p> <p>Design criteria to be displayed (e.g. printouts, PPT slides) as a source of reference during the make process.</p>	<p>Verbally name, choose and use tools (safely and appropriately).</p> <p>Use simple finishing techniques to improve the appearance of their product.</p> <p>Demonstrate good hygiene practice when preparing food.</p> <p>Photographic and video evidence of the product to be taken.</p>	<p>Show how the completed produce could be improved using an age appropriate method.</p> <p>Consider (and where appropriate reference original task/design criteria) when evaluating – this could be verbally, typed or recorded as audio or video.</p> <p>Consider key individuals and moments in the history of how different products evolved and changed (upper KS2) – again this could be verbally, typed or recorded as audio or video.</p>