DT Framework - Milestone 3

Intent				
 Significant levels of or prototypes. 	iginality and the v	villingness to take creative risks to produce innovative ideas and		
	o learning, resiler	nce and independent working.		
 The ability to use time efficiently and work constructively and productively with others. 				
 The ability to carry ou knowledge of users' nee 		ch, show initiative and ask questions to develop an exceptionally detailed		
5		ers and makers, working ethically, using finite materials carefully and		
• A thorough knowledge		quipment and materials to use to make their products. science and computing knowledge as well as other skills gained across		
• The ability to manage	-	y well to manufacture products safely and hygienically. e of, up-to-date technological innovations in materials, products and		
Threshold Concepts	Skills			
Master practical skills This concept involves	Food	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).		
developing the skills		 Measure accurately and calculate ratios of ingredients to scale up or down from a 		
needed to make high quality products (we have highlighted a range of skills but they may be added to or changed		recipe.		
		 Demonstrate a range of baking and cooking techniques. 		
		 Create and refine recipes, including ingredients, methods, cooking times and 		
		temperatures.		
	Materials	• Cut materials with precision and refine the finish with appropriate tools (such as		
		sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).		

		• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
	Textiles	 Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
	Electricals and electronics	• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
	Computing	 Write code to control and monitor models or products.
	Construction	• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
	Mechanics	 Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs.
Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.		 Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
Take inspiration from design throughout history		• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.

This concept involves appreciating the design process that has	 Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.
influenced the products we use in everyday life.	