

# DT Assessment Grid : British Inventors : Year 3/4



| British Inventors           |  |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------------|--|----------------------------|--|----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Group: <input type="text"/> |  | Year: <input type="text"/> |  | Term: <input type="text"/> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DT                          |  |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 1                    | Can children reflect on how the invention of the telephone changed the way people lived? |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                             | Can children identify ways in which the telephone has changed to meet people's needs?    |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                             | Are children able to evaluate a product's performance?                                   |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 2                    | Can children distinguish between the World Wide Web and the internet?                    |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                             | Can children reflect on how an invention has changed their lives?                        |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                             | Can children reflect on how an invention has changed the world?                          |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 3                    | Can children define the word reinforced?   |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                             | Can children describe what reinforced concrete is?                                       |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                             | Are children able to suggest ways to reinforce a material?                               |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 4                    | Can children pick out features of a material that make it suitable for a purpose?        |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                             | Are children able to think of design criteria to suit a purpose?                         |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                             | Can children evaluate the success of a product based on a set of design criteria?        |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 5                    | Can children name a British inventor and their creation?                                 |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                             | Can children reflect on how inventions have changed the world?                           |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                             | Can children design a new creation intended to solve an everyday problem?                |                            |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |