MYTON SCHOOL

KS3 Product Design Assessment Statements – Year 7

Developing		Secure		Expert	
Marking Out I can identify and use basic marking tools to mark out my piece of wood with some accuracy, with support when needed.		**Marking Out** I can independently select and use appropriate tools to mark out my piece of wood accurately, showing consistent measurement skills.		**Marking Out** I can mark out my piece of wood precisely and confidently, consistently checking measurements and demonstrating good tool control.	☐
Sanding I can identify and use different grades of sandpaper with some support but may sand unevenly or miss some areas.		**Sanding** I can independently select and use appropriate sandpaper grades, sanding evenly along the grain to create a smooth surface.		**Sanding** I can confidently use a range of sandpaper grades, sanding all surfaces evenly and preparing the wood to a professional finish.	☐
Final Product & Evaluation My finished box is complete but may have some visible gaps or imperfections, and I can say what went well or didn't.		**Final Product & Evaluation** My finished box is neat, functional, and well-finished. I can evaluate my work and suggest improvements.		**Final Product & Evaluation** My finished box is high quality, with excellent craftsmanship and finish. I confidently evaluate my product and reflect on my learning.	☐

CURRICULUM INTENT: The intent of the Year 7 Product Design curriculum is to introduce students to the core principles of designing and making through a practical, engaging project that builds confidence and foundational skills. By designing and constructing a wooden box using traditional butt joints, students develop accurate measuring, marking out, cutting, sanding, and assembling techniques. The integration of modern technologies such as CAD engraving and 3D printed components encourages creativity, digital literacy, and an understanding of how traditional and contemporary processes can work together. Through this project, students gain hands-on experience with tools and materials, build problem-solving and evaluation skills, and begin to understand the importance of accuracy, finish, and functionality in product design.

MYTON SCHOOL

KS3 Product Design Assessment Statements – Year 8

Developing		Secure		Expert	
Wooden Box I can measure, mark, and cut the wood with some support. I assemble the box using glue and butt joints, but the joints may be uneven or loose. Sanding is basic, leaving some rough areas.		**Wooden Box** I measure and mark materials accurately and independently. I construct the box with well-aligned butt joints glued securely, and the MDF base fits neatly. I sand the box evenly to produce a smooth, neat finish.		**Wooden Box** I consistently measure, mark, and cut precisely, ensuring all parts fit perfectly. I expertly assemble the box with tight, flush butt joints glued cleanly, and the MDF base fits flawlessly. My sanding is thorough, resulting in a professional-quality, smooth finish.	☐
Playing Board I can cut the card and complete a basic board layout with some support. My hand sketches and colouring show simple shapes but may lack detail or consistency.		**Playing Board** I cut the card accurately and create a well-proportioned board independently. My hand sketches are clear, and I use shading and colour carefully to enhance the design.		**Playing Board** I cut and finish the card precisely for a professional-looking board. My hand sketches demonstrate advanced rendering skills to create a visually striking and detailed design.	☐
Final Product & Evaluation I can assemble the wooden box and fit the playing board and tokens inside, but the fit may be loose or uneven. Vinyl decoration is applied with help but may have bubbles or misalignment.		**Final Product & Evaluation** I independently construct the box with accurate joints and a neat fit for the board and tokens. I apply the vinyl decoration smoothly and with good alignment, enhancing the product's appearance.		**Final Product & Evaluation** I produce a high-quality box with precise joints and a perfect fit for the board and tokens. The vinyl is applied expertly, with clean edges and creative design, resulting in a professional, polished final product.	☐

CURRICULUM INTENT: The intent of this Year 8 Product Design project is to deepen students' practical and creative skills by combining traditional woodworking with graphic design and product presentation. Through designing and constructing a wooden box to house a hand-rendered board game, students build on their understanding of accurate measuring, cutting, joining, and finishing techniques using wood and card. The integration of CAD-cut vinyl graphics and a functional interior encourages them to think about user experience, product aesthetics, and purposeful design. By managing multiple components—structure, layout, and visual identity—students learn how to create a cohesive, high-quality product. This project also reinforces independent problem-solving, attention to detail, and pride in craftsmanship, preparing students for more advanced design challenges in future years.

MYTON SCHOOL

KS3 Product Design Assessment Statements – Year 9

Developing		Secure		Expert	
Clock Research I can find some logos related to clocks but may need support to identify which are iconic or relevant. My notes are basic and lack detail or explanation.	☐	**Clock Research** I independently research a range of iconic logos, selecting those relevant to my clock design. I record clear, detailed notes explaining why these logos are effective and inspiring.	☐	**Clock Research** I conduct thorough research into iconic logos, critically evaluating their design elements and cultural impact. I confidently justify my choices and use this analysis to inform a creative and original clock design.	☐
Manufacturing Plan I can create a basic manufacturing plan with some guidance, listing main steps but missing important details or sequence. I may struggle to identify appropriate tools and materials.	☐	**Manufacturing Plan** I independently produce a clear, logical manufacturing plan, including all key steps in the correct order. I specify suitable tools, materials, and safety considerations	☐	**Manufacturing Plan** I can develop a detailed, thorough manufacturing plan that anticipates potential challenges and includes contingency steps. I can select appropriate tools and materials expertly and incorporate efficiency and safety measures.	☐
Final Clock I can create a basic clock design inspired by an iconic logo but may struggle to fully translate the design into acrylic. The finish may be rough, and some details might be unclear.	☐	**Final Clock** I can design and produce a clear, functional acrylic clock that reflects key features of an iconic logo. The edges and surfaces are clean, and the clock functions well.	☐	**Final Clock** I can produce a highly accurate and visually striking acrylic clock that creatively interprets an iconic logo with precision. The finish is professional, with smooth edges and flawless assembly, demonstrating excellent craftsmanship.	☐
Initial Pokémon Ideas I can produce basic sketches of my Pokémon with simple shapes and outlines. The drawings may lack detail, proportion, or clarity and require support to improve.	☐	**Initial Pokémon Ideas** I create clear and reasonably detailed sketches showing the overall shape and features of my Pokémon. I show some understanding of proportion and form, with mostly accurate lines.	☐	**Initial Pokémon Ideas** I produce highly detailed and accurate sketches with strong line quality, correct proportions, and clear features. My drawings show confident use of shading and detail to support effective CAD modelling	☐
CAD Skills I can open Fusion 360 and create simple shapes with support but may struggle to use tools accurately or navigate the software confidently.	☐	**CAD Skills** I can independently create and modify basic 2D sketches and simple 3D models, using essential tools in Fusion 360 with reasonable accuracy.	☐	**CAD Skills** I confidently use a wide range of Fusion 360 tools to create precise 2D sketches and complex 3D models, demonstrating efficient workflow and strong understanding of the software features.	☐
Finished CAD Pokemon I can create a basic 3D CAD model of one Pokémon using simple shapes. The model shows the main features but lacks detail and refinement.	☐	**Finished CAD Pokémon** I can independently develop a detailed and accurate 3D CAD model of one Pokémon evolutionary form, demonstrating good use of CAD tools and clear understanding of the design.	☐	**Finished CAD Pokémon** create highly detailed and polished CAD models of two or more Pokémon evolutionary forms, showing advanced modelling skills, creativity, and mastery of CAD software.	☐
Isometric Sketching I can create a basic isometric sketch with some guidance, but the proportions and angles may be inaccurate or inconsistent	☐	**Isometric Sketching** I independently produce clear isometric sketches with accurate proportions and angles, showing a good understanding of the isometric grid and form	☐	**Isometric Sketching** I confidently produce detailed and precise isometric sketches that accurately represent complex shapes and features, demonstrating excellent spatial understanding and drawing control.	☐
Orthographic Sketching I can produce basic orthographic views with some guidance, but may have inaccuracies in line placement or missing details.	☐	**Orthographic Sketching** I independently create accurate orthographic projections with correct alignment, proportions, and clear details.	☐	**Orthographic Sketching** I produce precise and detailed orthographic drawings with full annotations, demonstrating a thorough understanding of projection principles and conventions.	☐
Final Pencil Box I can assemble the pencil box using simple joints and fit MDF top and bottom with some help. Laser-cut features are basic or incomplete, and the overall finish may be rough.	☐	**Final Pencil Box** I independently construct the pencil box using a range of corner joints with good accuracy. The MDF fits well, and laser-cut features on the lid are clear and enhance the design. The finish is neat and functional.	☐	**Final Pencil Box** I confidently build a high-quality pencil box using complex joints with precision. The MDF top and bottom fit perfectly. Laser-cut features are detailed and creatively integrated into the design. The finish is professional and polished.	☐

CURRICULUM INTENT: The Year 9 Product Design curriculum is designed to challenge students with a broad range of creative and technical experiences that prepare them for GCSE-level study. Through a series of diverse projects, students develop key design thinking and manufacturing skills. In the clock project, they conduct user- and theme-based research, develop detailed manufacturing plans, and work confidently with plastics to shape and assemble a functional product. The Pokémon CAD project allows students to refine both their freehand sketching and 3D digital modelling skills, introducing them to industry-standard software and design communication. Finally, the pencil box project strengthens their ability to interpret and produce isometric and orthographic drawings, while improving precision in woodwork and assembly. Across all projects, students are encouraged to take creative risks, evaluate their work critically, and gain a deeper understanding of how materials, tools, and technology interact in modern design.