

Puppets

KS1 Primary Design Technology

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Tuesday 14th April 2026 (4pm – 5.30pm)

Havering School Improvement Services (HSIS)

hsis@havering.gov.uk

Agenda (Summer 1)

1. Introductions

2. Knowledge Recall

3. Puppet Workshop

4. Evaluation in Design Technology

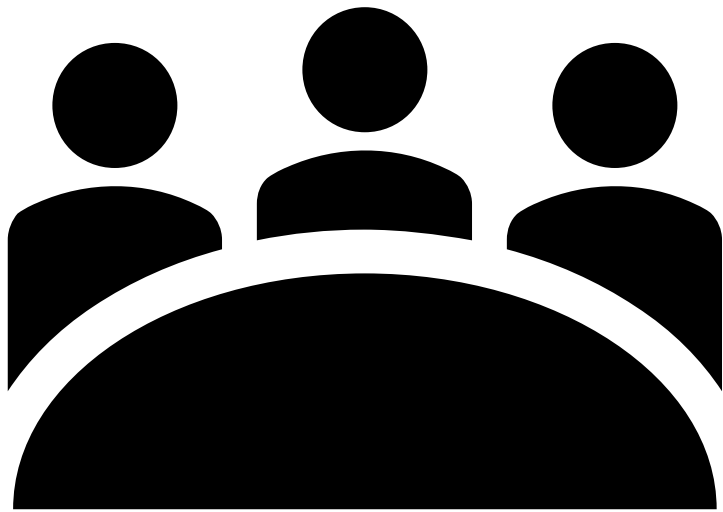
5. Support for Schools – Summer 2 & Autumn Term 2026

6. Design Technology – Networking and Surgery

Support for Subject Leadership

Subject Leader Network Meetings (revised)

<p>Summer Term 1 Tuesday 14th April CEME</p>	<p>Curriculum Focus: Making Puppets in Key Stage 1 Evaluation in Design Technology</p>
<p>Summer Term 2 Wednesday 10th June CEME</p>	<p>Curriculum Focus: Pulleys, Gears and Cams Evaluation in Design Technology</p>
<p>Autumn Term 1</p>	<p>Curriculum Focus: xxxx Progression & Assessment in Design Technology</p>
<p>Autumn Term 2</p>	<p>Curriculum Focus: xxxx Quality Assuring the DT Curriculum</p>



**Feel free to
contribute and
challenge!**

Resources on the website

www.primarydt.com/havering

KNOWLEDGE RECALL

Knowledge at the Heart of the Curriculum

Teaching: Providing opportunities for new knowledge, consolidating existing knowledge, linking knowledge to create better understanding and applying this knowledge

Learning: Knowing and remembering knowledge, applying this knowledge across a range of situations

Assessment: Do children know the expected knowledge? Do they remember it? Are they applying it as they should?

Progression: As children progress through the curriculum subject do they know more and can they remember more?
(Ofsted Framework) – *Are they building upon previous knowledge and learning?*

KNOWLEDGE DOMAINS



SUBJECT



TECHNICAL



DISCIPLINARY



PRACTICAL

- Know about the products they are designing and making (subject knowledge) and how these products work (technical knowledge)
- Know about techniques and processes need to design these products (disciplinary knowledge)
- Know about the skills, techniques, tools and materials needed to make these products (practical knowledge)
- Know how to evaluate the products they have made and know how to identify ways to improve them (disciplinary knowledge)

Teaching & Learning: Lesson Types

UNIT OF WORK

- Consolidate existing knowledge
- Acquire new knowledge
- Link new and existing knowledge to create better understanding
- Apply knowledge

INVESTIGATE

- Investigating existing & similar products.
- Linking real-life products to subject knowledge.
- Finding out how things work & how they are made
- Research about products and potential clients

FOCUS TASKS

- Teaching subject knowledge & disciplinary knowledge
- Teaching practical knowledge (skills & techniques).
- Linking practical knowledge with technical knowledge.

DESIGN & MAKE

- Applying knowledge to meet a challenge or create a product.
- Consolidating disciplinary knowledge of design technology.

EVALUATE

- Evaluating the product that has been designed and made.
- Evaluating the process.
- Reflecting (and evaluating) the project.

PUPPET WORKSHOP

Key Stage 1 Textiles Project

IDENTIFYING THE KNOWLEDGE NEEDED

KNOWLEDGE DOMAINS



SUBJECT



TECHNICAL



DISCIPLINARY



PRACTICAL



What are the knowledge and skills needed to create products using puppets?

IDENTIFYING THE KNOWLEDGE NEEDED

National Curriculum (Textiles)

Key Stage 1

When designing and making, pupils should be taught to:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] .
- select from and use a wide range of materials and components, including construction materials, **textiles** and ingredients, according to their characteristics.
- **No specific technical knowledge at KS1 or is there? (build structures, exploring how they can be made stronger, stiffer and more stable) – is a puppet a shell structure?**

Key Stage 2

When designing and making, pupils should be taught to:

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- select from and use a wider range of materials and components, including construction materials, **textiles** and ingredients, according to their functional properties and aesthetic qualities.
- **No specific technical knowledge at KS2 or is there? (apply their understanding of how to strengthen, stiffen and reinforce more complex structures) – is a cushion or a waistcoat a structure?**

IDENTIFYING THE KNOWLEDGE NEEDED

Design Technology National Curriculum: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

Measuring	<ul style="list-style-type: none"> Using a ruler Using a tape measure
Cutting	<ul style="list-style-type: none"> Cutting out accurately Using fabric scissors when cutting textiles
Shaping	<ul style="list-style-type: none"> Marking out textiles (including a seam allowance) Using pattern templates Designing fabric patterns Creating 3D fabric products
Joining	<ul style="list-style-type: none"> Threading a needle, using a thimble Temporary Joins: pinning together, tacking, textile fastenings Permanent Joins: sewing techniques, gluing (fabric glue, glue gun, stapling) Use of a seam allowance
Finishing	<ul style="list-style-type: none"> Textile Decorative Techniques Embroidery, fabric pens & paints, embellishment, appliqué, batik, printing, stencilling, tie dye

IDENTIFYING THE KNOWLEDGE NEEDED

Summary: Knowledge Needed to Teach Textile-Based Projects in Primary Schools

Joining Textiles

Fastening Fabrics

- Button
- Zip
- Press studs
- Hook and loop (Velcro)
- Toggle
- Drawstring

Creating and using templates
Fabric Patterns
Seam allowance

Temporary Joins

Tacking / Pinning Pieces to sew
Fastening Fabrics

Permanent Joins

- Types of stitching and when to use them
- Stapling fabric
- Glue gun

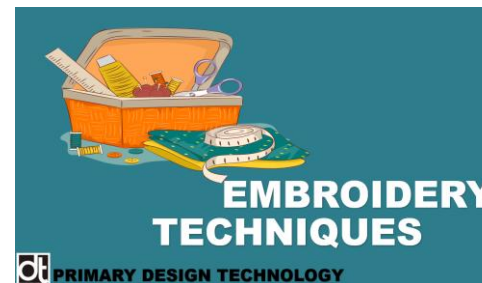
Textile Materials

- Different types of textiles
- Properties of textiles
- Choosing the correct textiles for the task



Sewing Techniques

- Using a needle threader & thimble
- Running stitch
- Overstitch
- Blanket stitch
- Backstitch
- Sewing a button



Embroidery

- Using a needle threader & thimble
- Ideas for embroidery pattern using the running stitch and Binca material
- Cross-stitch



Decorating & Finishing

- Decorative stitching (Embroidery)
- Beads and sequins
- Dyeing
- Fabric painting
- Appliqué
- Knotting / Braiding


IDENTIFYING THE KNOWLEDGE NEEDED

de


PUPPETS

KNOWLEDGE ORGANISER


TECHNICAL KNOWLEDGE



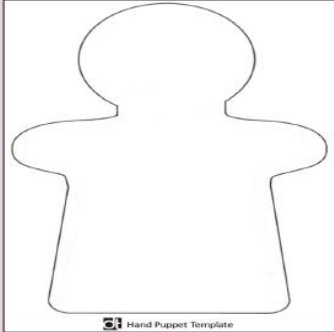
A puppet is a figure or a doll that looks like a person or an animal.



People who control puppets are called puppeteers.



A puppet is a product.
A product is something that is made to do a job or fulfil a need.



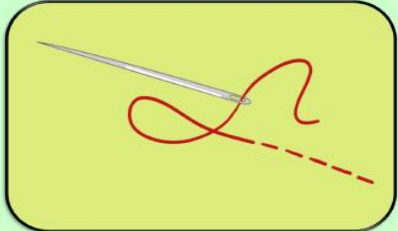
Hand Puppet Template

A puppet can be made by joining two pieces of fabric together. We can use a pattern to help to cut out the correct shape of the fabrics to be joined.

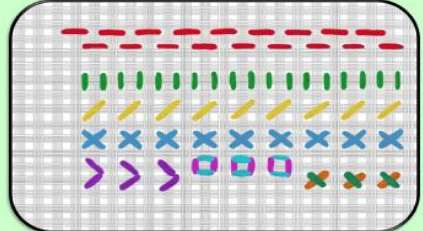
WORD KNOWLEDGE (VOCABULARY)

Word	Meaning
Decorate	To make more attractive by adding a pattern or a design.
Designer	A person who creates plans for making useful products.
Design Brief	A design brief describes the product that is to be made.
Evaluate	To assess how well a product or service meets the design brief and specification.
Fabric	A thin, flexible sheet material usually made from woven or knitted textiles.
Knot	Tying together and fastening of a material such as rope, string or cotton thread.
Needle	A thin instrument used for sewing cloth or embroidery.
Pattern	A guide that is used when cutting out and making products from textiles.
Product	A product is something that is made to do a job or fulfil a need.
Puppet	A puppet is a figure or a doll that looks like either a person or an animal.
Stitch	A single loop of thread drawn through cloth or other material.
Template	A template is a guide to help to make a product.
Textile	Any material in the form of a cloth
Thimble	A small cup worn to protect the finger that pushes the needle through cloth when sewing.
Tools	Tools help to make products by cutting, shaping, measuring, joining and mixing materials.

PRACTICAL KNOWLEDGE




RUNNING STITCH
A sewing technique used to join two pieces of fabric together.




Cross-stitch is a sewing technique that is used to decorate fabrics.


KNOWLEDGE OF EXISTING PRODUCTS



Pinocchio




The Muppets





Punch & Judy

Knowledge Organisers

- Identifies the core knowledge children should know and remember
- Teachers very secure in this knowledge
- Linked to assessment
- Used to recall/reactivate previous learning
- Encourage children to refer to.

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PROGRESSION IN TEACHING TEXTILES

	Technical Knowledge Children should know:	Practical Knowledge Children should know how to:
Key Stage 1	<ul style="list-style-type: none"> ○ That 'joining technique' means connecting two pieces of material together ○ That a template (or fabric pattern) is used to cut out the same shape multiple times. 	<ul style="list-style-type: none"> ○ Thread a needle ○ Cut fabrics neatly for sewing ○ Pin and cut fabric using a template ○ Join fabrics using an evenly spaced running stitch. ○ Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).
Lower KS2	<ul style="list-style-type: none"> ○ That 'joining technique' means connecting two pieces of fabrics together and the methods that are permanent or temporary. ○ Joining two edges of fabrics together creates a seam. ○ That applique is a way of decorating textiles by adding smaller pieces of fabric to create a picture or a pattern. 	<ul style="list-style-type: none"> ○ Measure, mark out and cut fabric using a paper template. ○ Join fabrics together using a range of different sewing techniques, including allowing for a seam. ○ Create 3D fabric products by combining pieces and using a seam allowance. ○ Apply a range of decorative techniques, including different stitches, to different fabric materials.
Upper KS2	<ul style="list-style-type: none"> ○ That backstitch is used to strengthen edges and when joining to fabrics ○ The importance of using a template (pattern) to accurately mark out a design on a fabric. 	<ul style="list-style-type: none"> ○ Join textiles with a combination of stitching techniques (such as blanket stitch, back stitch for seams and running stitch to attach decoration). ○ Create 3D objects (such as a cushion) that employ a seam allowance. ○ 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).

PROGRESSION IN TEACHING TEXTILES

EYFS

- Pre-punched puppets



KS1

- Bookmark
- Fabric book
- Puppets
- Pouch



LKS2

- Money containers
- Pencil case
- Tote/drawstring bag
- Phone case
- Cushion
- Stuffed toy



UKS2

- Slippers
- Waistcoat
- Teddy Mascot
- Interactive toy



RESOURCES FOR TEACHING TEXTILES



Needle threaders

- Push the needle threader through the eye of the needle.
- Loop the thread through the needle threader.
- Withdraw the needle threader from the eye of the needle.



Chenille Needles

- Long
- Quite sharp
- Big eyes

- Binca
- Felt
- White cotton
- Calico
- Dipryl



Thimbles?

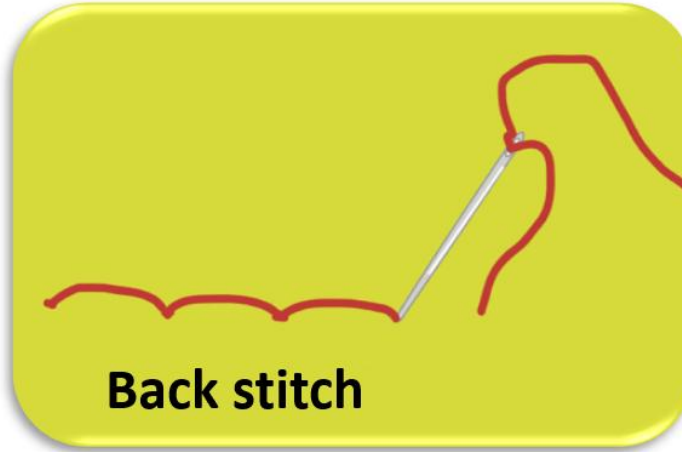
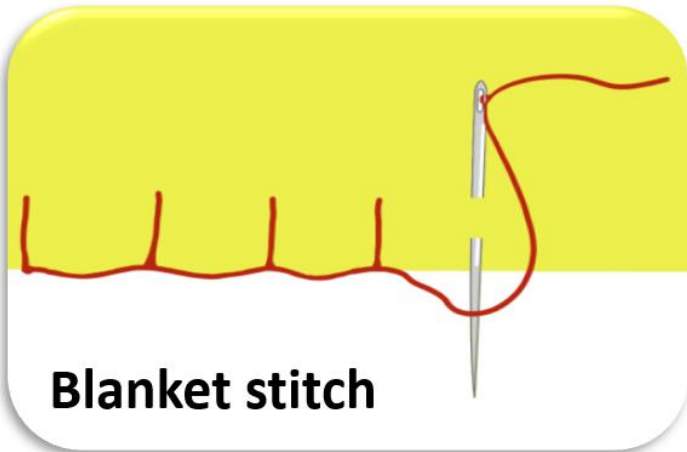
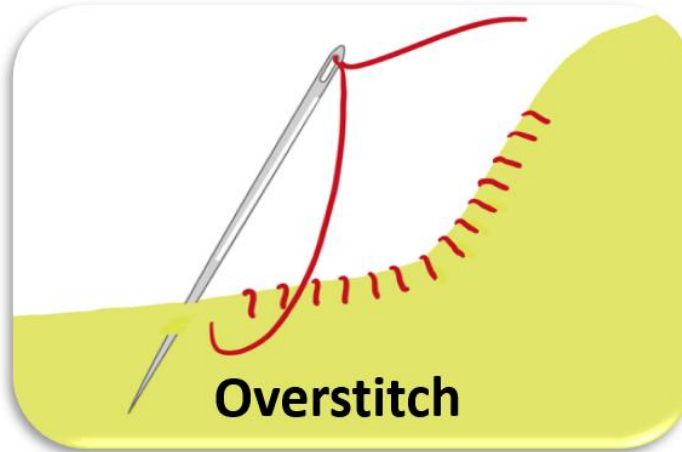
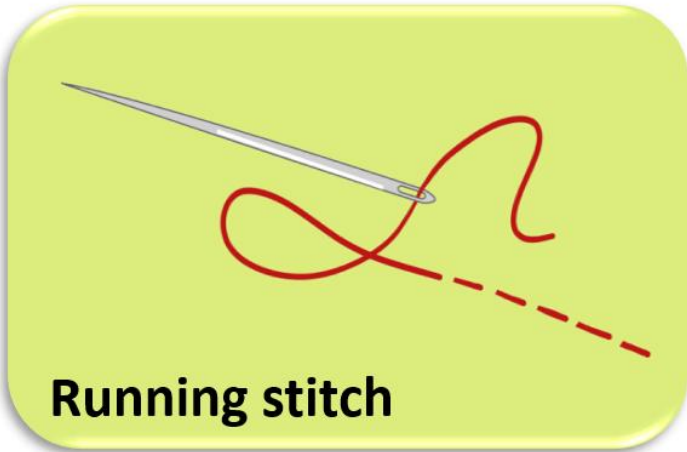


Fabric Scissors?



Joining thread

TECHNIQUES FOR JOINING TEXTILES




Fabric Glue
Glue Gun



Stapler (Dipryl)

INVESTIGATE: FINDING OUT ABOUT PUPPETS

KNOWLEDGE



What is a Puppet?

A puppet is a figure or a doll that looks like either a person or an animal.

DE PRIMARY DESIGN TECHNOLOGY Investigate 1

KNOWLEDGE

Puppets are controlled by people to make them look like they are alive. People who control puppets are called puppeteers.



DE PRIMARY DESIGN TECHNOLOGY Investigate 1

KNOWLEDGE

Puppets can be made in all shapes and sizes.

Which animal puppets can you see?



DE PRIMARY DESIGN TECHNOLOGY Investigate 1

KNOWLEDGE

Puppets are often used for entertainment. Plays, movies and television sometimes use puppets instead of humans.

Kermit the Frog, the leader of a group of puppets called the muppets and his 'girlfriend' Miss Piggy.



Pinocchio is one of the most famous puppets. Do you know the story of the wooden puppet who wanted so much to be a real boy?



DE PRIMARY DESIGN TECHNOLOGY Investigate 1

KNOWLEDGE

Punch & Judy

One of the most famous puppet shows is the story of Punch and Judy. This show was first performed in England in 1662 – over 350 years ago. It tells the story of Mr Punch and his wife Judy. Mr Punch normally wears jester clothes and fights with his wife and other puppets such as the crocodile.



The Punch and Judy story is so famous that a set of postage stamps were issued featuring the main puppets from the story.



DE PRIMARY DESIGN TECHNOLOGY Investigate 1

KNOWLEDGE

A puppet is a product

A product is something that is made to do a job or fulfil a need.

- What do you use a puppet for?
- What job does a puppet do?
- When might you need a puppet?



DE PRIMARY DESIGN TECHNOLOGY Investigate 1

INVESTIGATE: PUPPET SHOW



Online Videos (Youtube)

The San Marcos Public Library provides a range of video clips of puppet shows based on traditional tales that the children will know – these are available through YouTube.

Session 1: The Very Hungry Caterpillar

(<https://youtu.be/nKKdwGwOIK8>)

Session 2: Little Red Riding Hood

(<https://youtu.be/44ValRL7GiM>)

Session 3: Sooty and Sweep

(https://youtu.be/xL-Pe0Up_uc)

INVESTIGATE: WHAT MAKES A GOOD PUPPET?

DISCUSSION

What makes a good Puppet?



- What do you like about the puppet?
- What do you dislike about the puppet?
- Would you play with this puppet?
- Would you buy this puppet in a shop?



PRIMARY DESIGN TECHNOLOGY



Investigate 2

DISCUSSION

What makes a good Puppet?



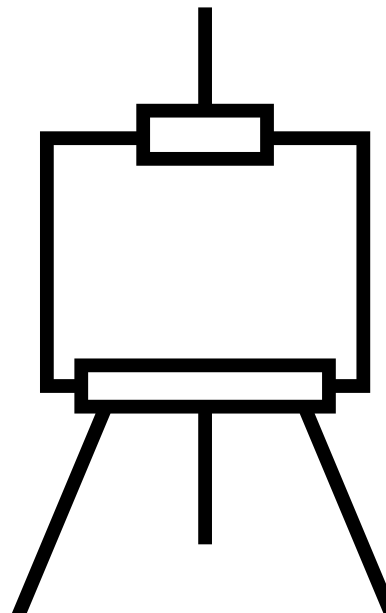
- What is the character of the puppet?
- How does the puppet feel? – texture.
- What type of materials have been used?
- How has any decoration been added?
- Who has this puppet been made for?
- What do you like about the puppet?
- What do you dislike about the puppet?
- Would you play with this puppet?
- Would you buy this puppet in a shop?



PRIMARY DESIGN TECHNOLOGY



Investigate 2



Developing children's evaluative skills

Children as the client

Investigating materials – right choices for the product

Knowing how it is made?

Create a list of successful features (design specifications)

FOCUS TASK: STARTING TO SEW

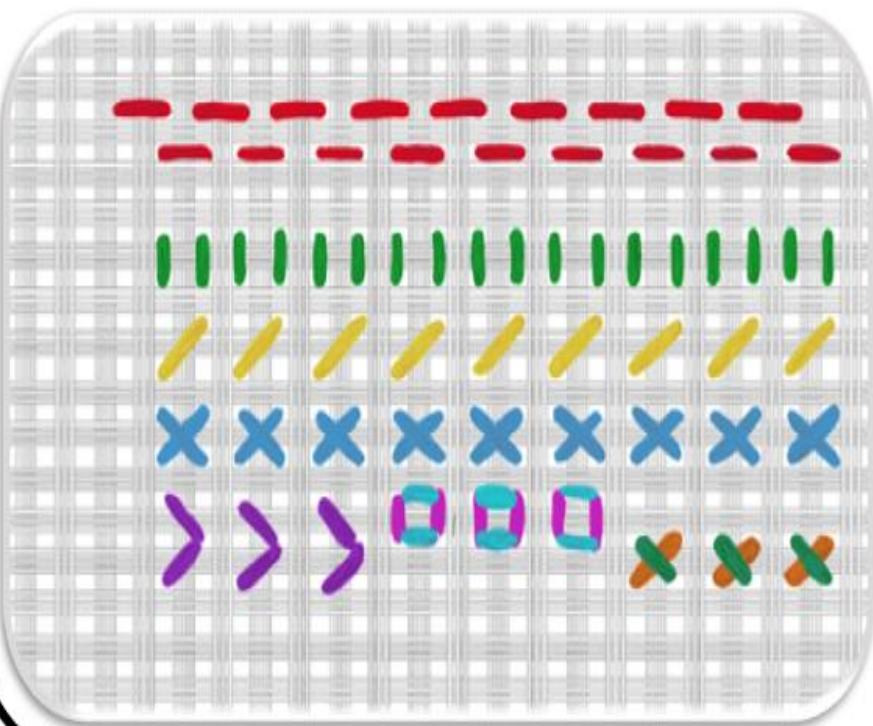


In this activity you are going to learn how to:

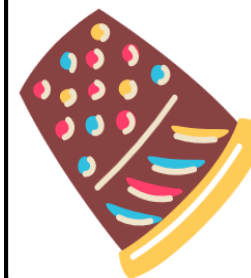
- Thread a needle
- Start a row of stitches using Binca cloth
- Create a row of stitches using a running stitch
- Finish a row of stitches using Binca cloth

FOCUS TASK: STARTING TO SEW

You cannot beat a bit of Binca!



USING A THIMBLE



A thimble is a small cover that goes on the end of your finger to protect that finger when you are hand sewing.

They can be used on your sewing hand to help you push through the needle or on your other hand to protect your finger from the needle as it passes through the fabric.

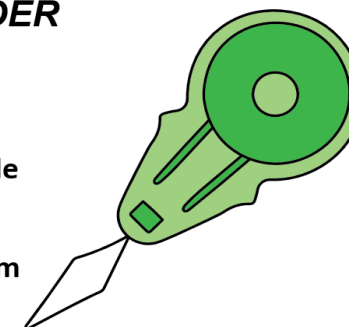
THREADING A NEEDLE

USING A NEEDLE THREADER

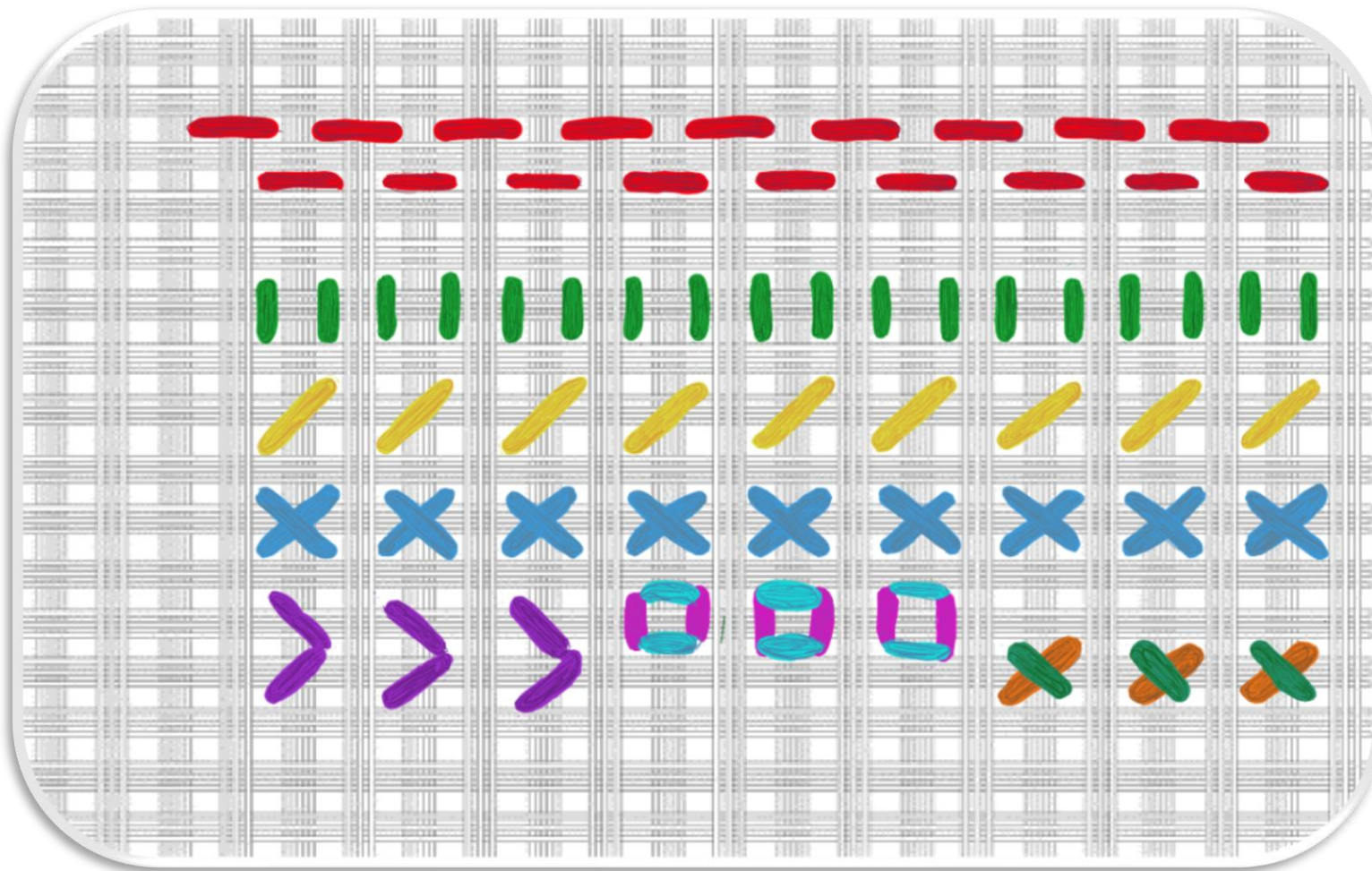
Push the needle threader through the eye of the needle.

Loop the thread through the needle threader.

Withdraw the needle threader from the eye of the needle.



FOCUS TASK: STARTING TO SEW

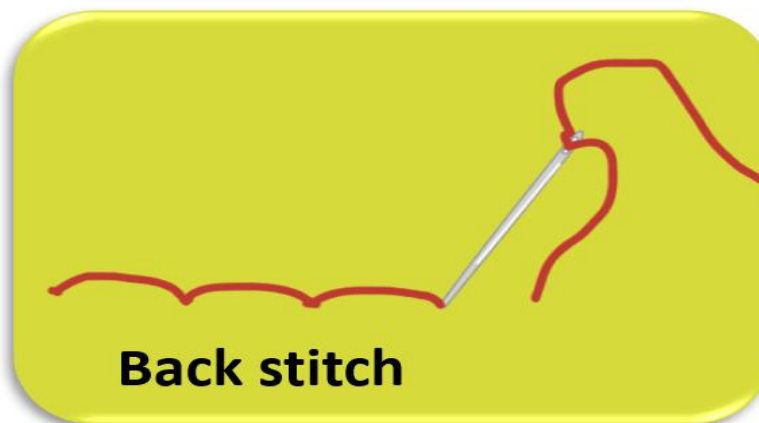
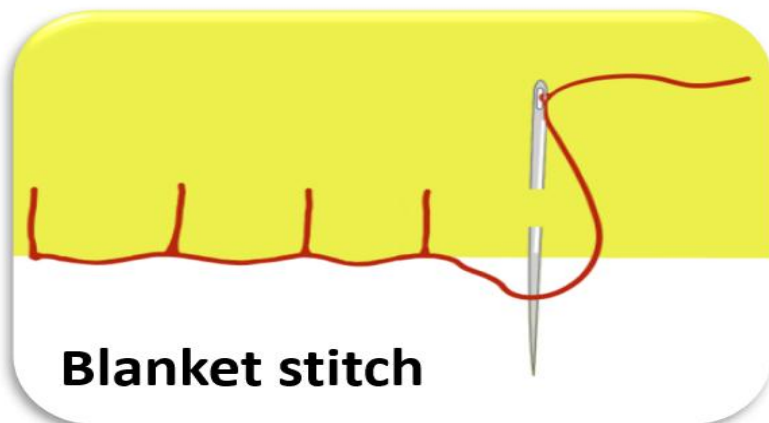
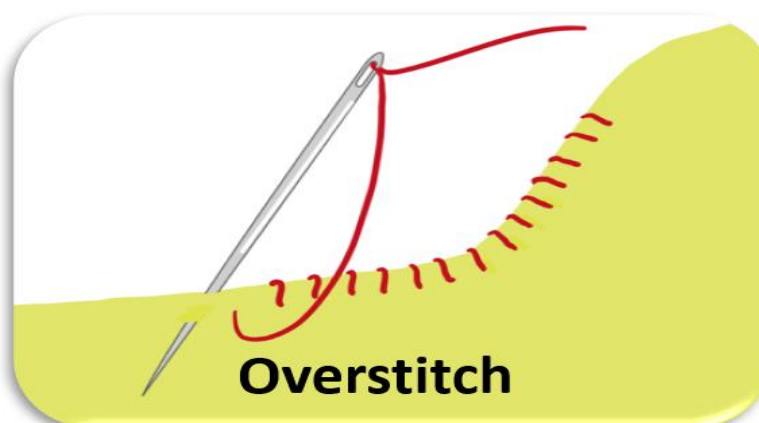
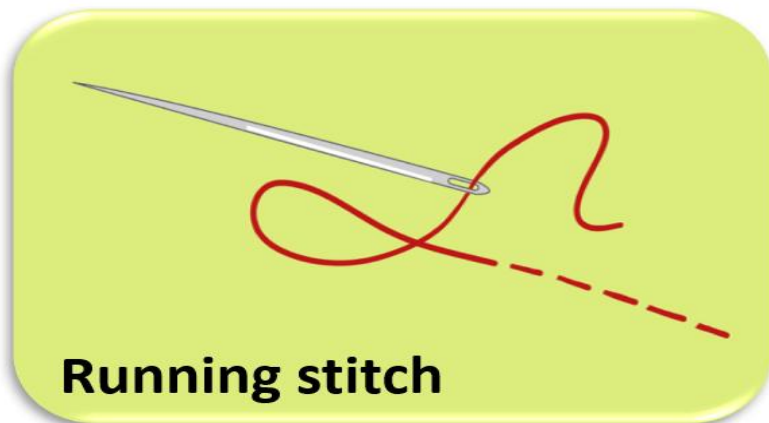


Binca Bookmarks

What is their function?
How do they work?



FOCUS TASK: STARTING TO SEW



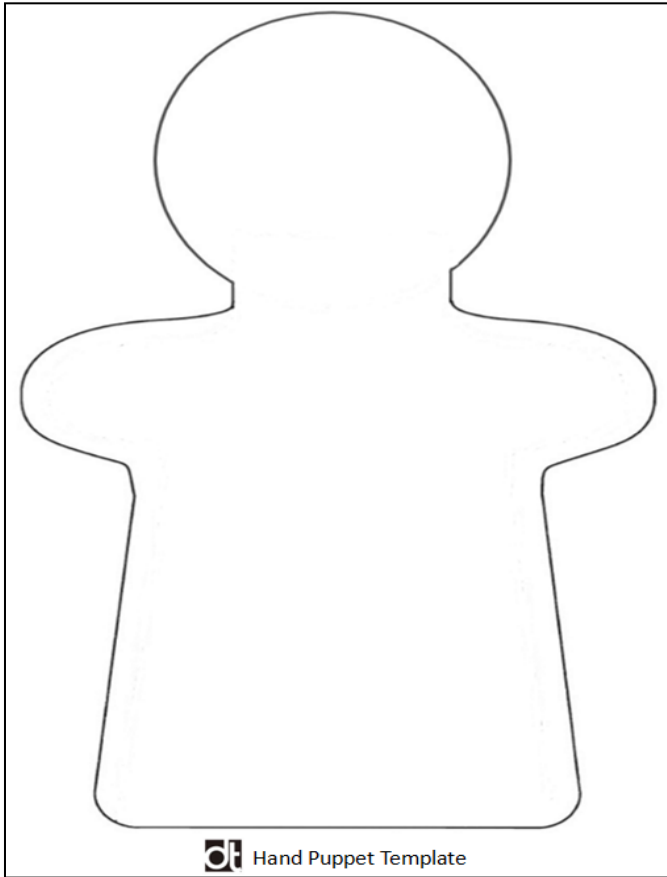
Chenille Needles

- Long
- Quite sharp
- Big eyes

SEQUENCING LEARNING: Puppets (KS1)



FOCUS TASK: MAKING THE PUPPET



A puppet can be made by joining two pieces of fabric together.

We can use a template to help to cut out the correct shape of the fabrics to be joined.

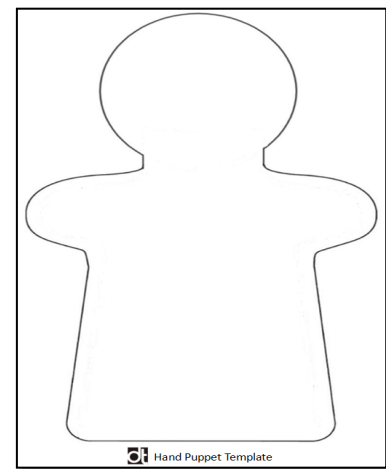
A fabric template is also called a fabric pattern.

FOCUS TASK: MAKING THE PUPPET

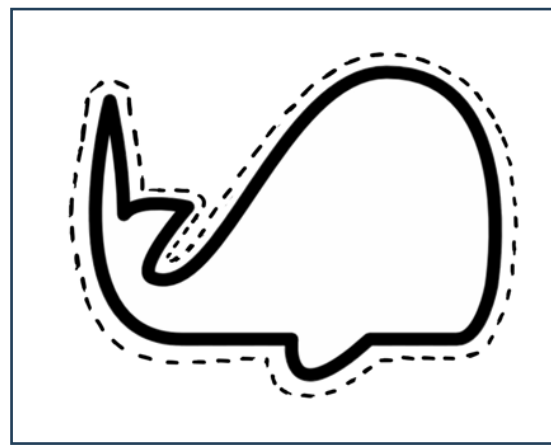
Progression in using pattern templates / seam allowance



Pre-Punched Puppet Templates



Paper pattern to cut out



DIY Pattern (seam allowance)



DIY Pattern Pieces



FOCUS TASK: MAKING THE PUPPET

Range of textiles that can be used in textile-based projects in Primary Schools



felt



cotton



calico



Dipryl

All have different appearances and properties

Choosing the correct material for the product

Affects the different types of decorative techniques that can be used

FOCUS TASK: MAKING THE PUPPET

Teaching Decision: Which method/technique to create the puppet?



- Punched holes ready for the running stitch
- Learn about theming



- Already stitched together – examine existing products
- Learn about theming



- Using a running stitch to join to cut out pieces of fabric

FOCUS TASK: MAKING THE PUPPET

TECHNIQUE

Making a Puppet



The paper pattern is placed over the piece of fabric to be cut out.

The paper pattern is pinned to the fabric using pins.

Pins are added to the inside of the puppet outline.



OT PRIMARY DESIGN TECHNOLOGY

Focus Task 2

TECHNIQUE

Making a Puppet



The two pieces of fabric are then joined using a running stitch around the edges.



OT PRIMARY DESIGN TECHNOLOGY

Focus Task 2

TECHNIQUE

Making a Puppet



To help when sewing, the two pieces of fabric can be temporarily joined using pins.

Small dots drawn on one piece of fabric can help with sewing the running stitch.



OT PRIMARY DESIGN TECHNOLOGY

Focus Task 2

TECHNIQUE

Making a Puppet



Join the two pieces of fabric together using a running stitch.

Begin sewing at the bottom of the puppet shape and sew around the edge of the fabric.



OT PRIMARY DESIGN TECHNOLOGY

Focus Task 2

Making Life Easier

End point: all children have a hand puppet to decorate

- Provide children with one (or two) cut out fabric pieces
- Add dots to support the running stitch technique
- Parental support
- Peer learning with older children

DESIGN & MAKE: Designing – making design decisions

In becoming designers, children design and make products that are innovative and authentic to them

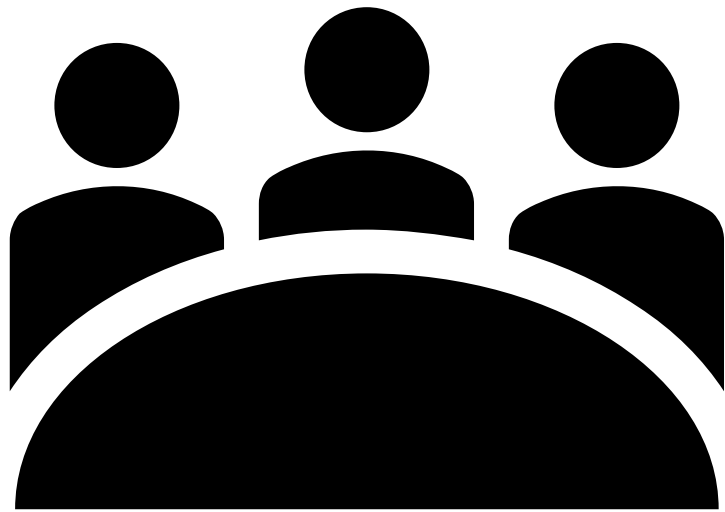
*Children are not going to design something brand new – after all James Dyson hasn't done that either!
It is likely that they will be adapting or modifying an existing product*

Children making meaningful decisions about their end product:

- What it will look like. (decorative ideas, theming)
- What it will do.
- Who it will be for.
- How it will be made.

In making these design decisions children will be:

- Applying their knowledge of existing products. (including designers and designs)
- Applying their knowledge of designing, making and evaluating.
- Applying their technical knowledge and practical skills.
- Applying their knowledge from other curriculum areas.
- Taking into account the needs or wants of the intended user.
- Developing their creativity. (Knowledge + Imagination)



BRAINSTORMING

What are some good ideas for designing and making puppets in Key Stage 1?



PRIMARY DESIGN TECHNOLOGY

BRAINSTORM



PRIMARY DESIGN TECHNOLOGY

WHAT IS BRAINSTORMING?

Brainstorming is an activity used by designers to:

- Generate ideas
- Solve a problem
- Answer a question

You can brainstorm on your own, but it most often done in small groups where everyone contributes their ideas and thoughts.



BRAINSTORM

BRAINSTORM



PRIMARY DESIGN TECHNOLOGY

RULES OF BRAINSTORMING

- Everyone contributes, everything is allowed.
- Encourage wild ideas.
- Create as many ideas as possible .
- Build on the ideas of others
- Postpone your judgement
- One speaker at a time- take turns
- Keep focused
- Ideas are owned by everyone!



BRAINSTORM

BRAINSTORM



PRIMARY DESIGN TECHNOLOGY

MAKING DESIGN DECISIONS



5 minutes

- What are some good ideas for designing and making puppets in key stage 1?
- How can the choice of what puppet to design and make the subject real life and relevant to the children?
- How can we give the product a purpose?



BRAINSTORM

BRAINSTORM



PRIMARY DESIGN TECHNOLOGY

MAKING DESIGN DECISIONS

Once your group has agreed on your design, write a short paragraph to explain your product.

What is the theme for the puppet?

How will it be real-life and relevant?

What is the purpose of the puppet?



BRAINSTORM

BRAINSTORM



PRIMARY DESIGN TECHNOLOGY



BRAINSTORM

DESIGN & MAKE: Designing



Template for a Design Brief

Design and Make
(Evaluate) a **PRODUCT**
for **INTENDED USER**
for **PURPOSE**

- Is it real life
- Is it relevant

- Who is the product for?
- Who is the intended user/client?

- What is the purpose of the product?
- What or how does it function?

Design Briefs and Specifications should be the driving force for the scheme of work and each unit of work. Include on long-term planning and medium-term planning.

DESIGN & MAKE: Designing

Why are they designing and making the puppet? - *Make it real life and relevant.*

DESIGNING

 **DEFINE**
the problem or product


Design Brief:
Design and make a hand puppet based on a character from a fiction book in the library.

 **PRIMARY DESIGN TECHNOLOGY** Design & Make

DESIGNING

 **DEFINE**
the problem or product

Design Brief:
Design and make a puppet to tell the story of the Ramayana in a class puppet show.

 **PRIMARY DESIGN TECHNOLOGY** Design & Make

A design brief is the statement that a client gives to a designer outlining the product that they want/need.

Design Briefs and Specifications are invaluable in Evaluation Activities

- Have you created the product that the intended user/client wanted?
- Does the product fulfil the design specifications?

DESIGN & MAKE: Designing

Why are they designing and making the puppet? - *Make it real life and relevant.*

What makes a good puppet?



The puppet must fit on your hand

The puppet must look like the book character you have chosen

These are the design specifications

What makes a good puppet?



The puppet must fit on your hand

The puppet must look like a character from the story of the Ramayana

These are the design specifications

Design specifications are a list of features that must be included in the product:

- Key features / components / ingredients
- Functions
- Specifications
- Measurements

Design Briefs and Specifications are invaluable in Evaluation Activities

- Have you created the product that the intended user/client wanted?
- Does the product fulfil the design specifications?

DESIGN & MAKE: Designing

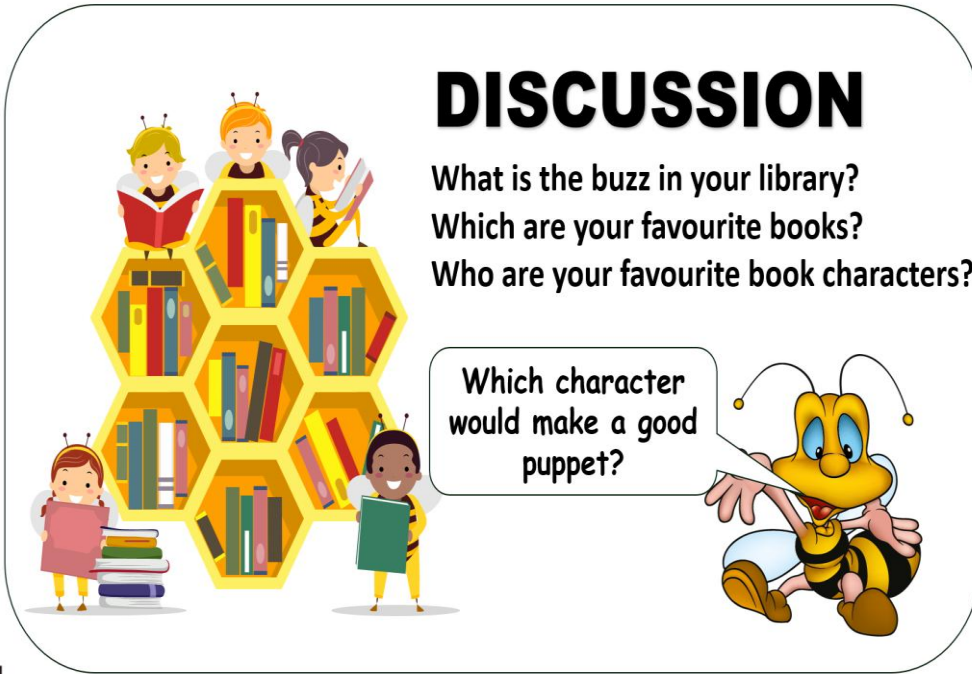


BRAINSTORMING

DISCUSSION

What is the buzz in your library?
Which are your favourite books?
Who are your favourite book characters?

Which character
would make a good
puppet?



Brainstorming is an activity used by designers to generate ideas, solve a problem or to answer a question. Like all other design techniques, brainstorming needs to be explicitly taught to the children.

- Discuss and generate ideas (quantity not quality)
- Refine and build on the ideas of others
- Prompt ideas and discussions through key questions
- Monitor and intervene to keep the session 'buzzing along' and keep children 'on task'
- Strict time limit
- End point activity to finalise ideas and to make design decisions.

DESIGN & MAKE: Designing



DRAWING

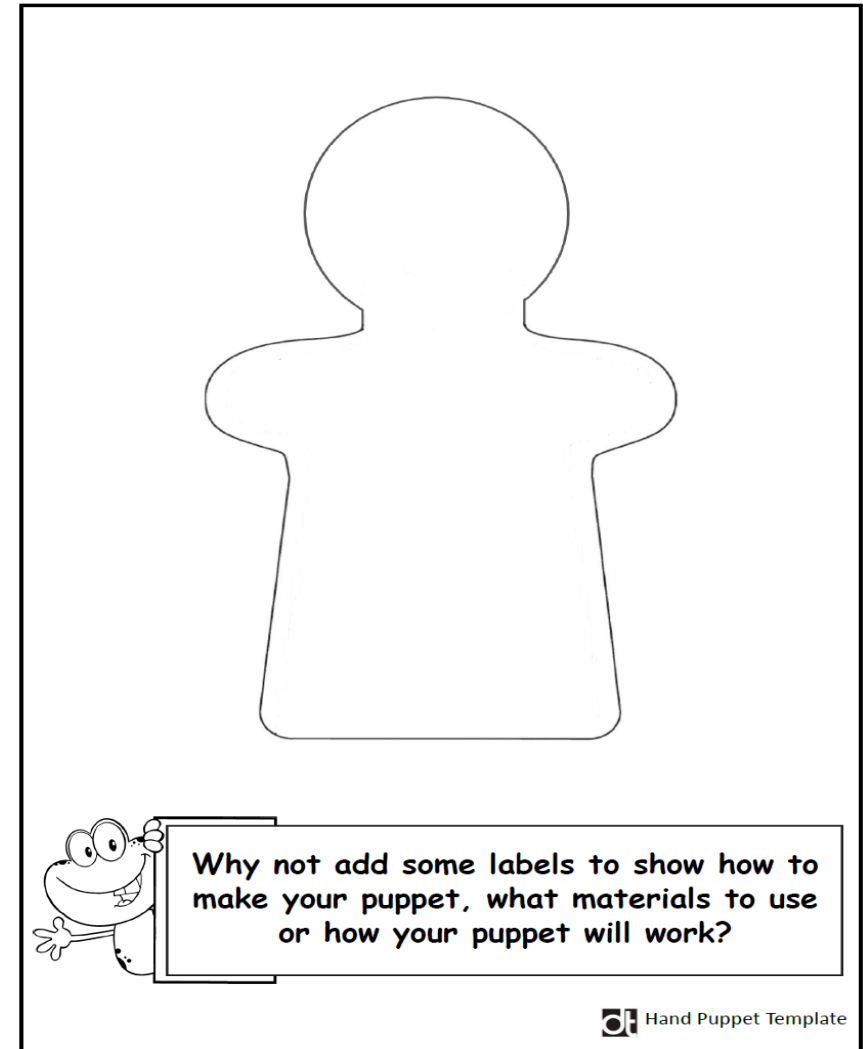
Drawing is an essential tool of the designer. As children progress through the curriculum they should learn about different types of drawing and how they are used in the design process.

- Drawing is used to help develop, reform and decide on design ideas.
- Drawing is used to communicate design ideas.

Progression of drawing skills & techniques

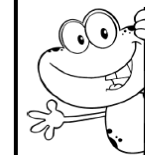
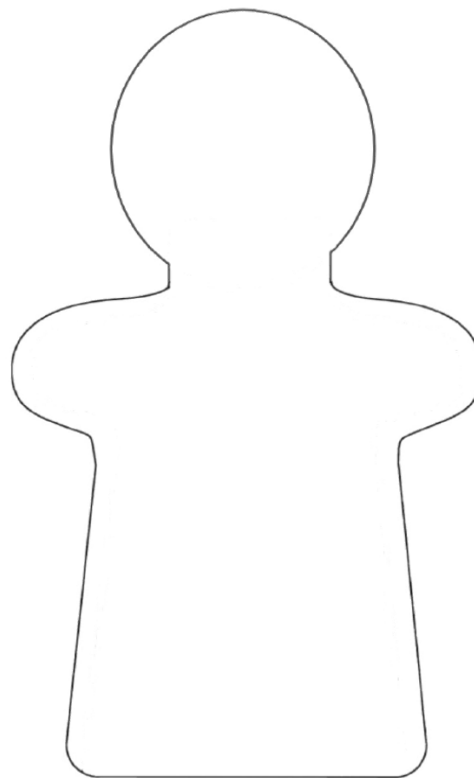
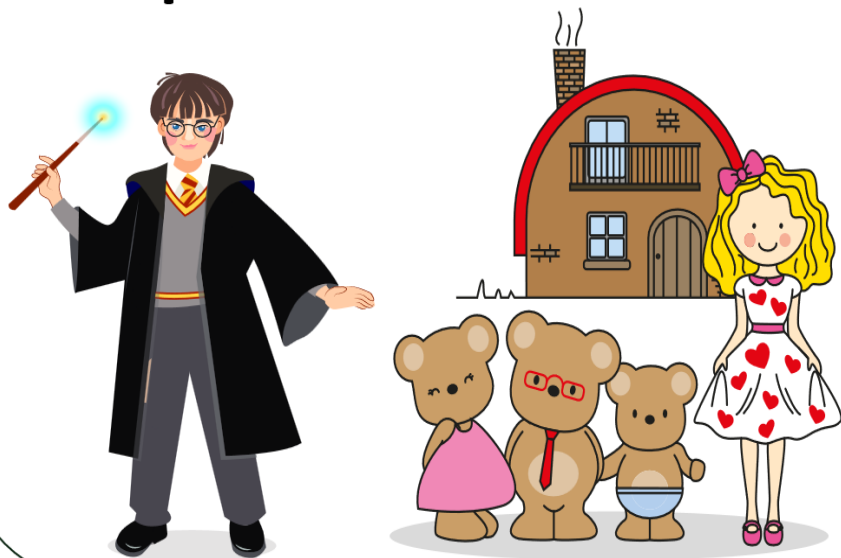
- Sketching
- Labelling and annotating
- 3D drawing techniques (isometric drawing, crating)
- Cross-sections
- Cut-aways
- Exploded diagrams

Drawing techniques need to be taught (through focused tasks) then allow children to apply these techniques. Choosing the correct project to teach the appropriate technique is key.



DESIGN & MAKE: Designing

To help with designing the puppet, we can use a template.



Why not add some labels to show how to make your puppet, what materials to use or how your puppet will work?

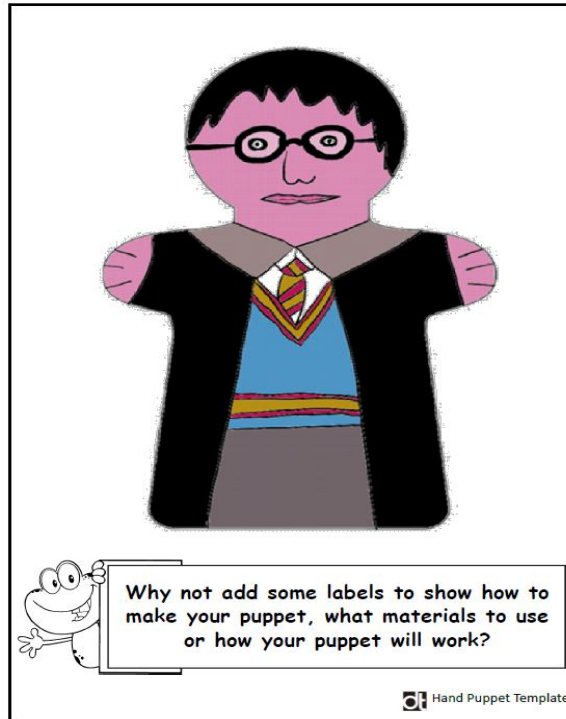
 Hand Puppet Template

DESIGN & MAKE: Making (Decorating the Puppet)

The choice of textile used to make the product will affect the choice of techniques that can be used to decorate the product.

	Embroidery	Fabric Paints and Pens	Pencils, Crayons & Felt tips	Embellishing	Appliqué	Block Printing	Tie Dye Batik
Felt	✓	X	X	✓	✓	X	X
Cotton	✓	✓	✓	✓	✓	✓	✓
Calico	✓	✓	✓	✓	✓	✓	✓
Dipryl	✓	✓	✓	✓	✓	✓	X

DESIGN & MAKE: Making



- Use the design sheet to help in the decorating process (can be improved upon whilst making it)
- Which decorative techniques do the children know?
- Is this an opportunity to teach a new decorative technique?

Evaluating Puppets

EVALUATION

Why evaluate in design technology?

We evaluate in design technology to make sure that we have made the product we were asked to make. To check this, we can look back at the design brief and answer some simple questions.

Q1 PRIMARY DESIGN TECHNOLOGY



Evaluation

EVALUATION

Evaluation using the Design Brief



Have you made a hand puppet?

Is the puppet based on a character from a fiction book in the library?

Q1 PRIMARY DESIGN TECHNOLOGY



Evaluation

EVALUATION

Why evaluate in design technology?

We also evaluate in design technology to make sure that we have met those list of features that our product must have to be successful. We can use the design specifications to help answer some more questions.

Q1 PRIMARY DESIGN TECHNOLOGY



Evaluation

EVALUATION

Evaluation using the Design Specifications



Does your puppet fit on your hand?

Does your puppet look like a character from a fiction book in the library?

Q1 PRIMARY DESIGN TECHNOLOGY



Evaluation

EVALUATION

Why evaluate in design technology?

Evaluation is also an opportunity for you to think about the product you have made:

- What do you like about your puppet?
- How would you improve your puppet?

Evaluation is also an opportunity for you to think about the process of creating the puppet

- Did you enjoy designing and making the puppet?
- What parts of the process did you find difficult?

Q1 PRIMARY DESIGN TECHNOLOGY



Evaluation

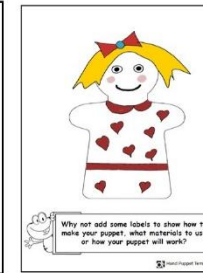
EVALUATION

Evaluation in Design Technology

We can compare the design with the finished product



Book character



Product design



Finished Product

Q1 PRIMARY DESIGN TECHNOLOGY



Evaluation

Lessons in a Unit of Work

	Lesson Type	
1	Investigate	Introductory session – the ‘hook’ – activate interest and any prior learning Investigate existing products – what they do, how they work, how they are made.
2	Investigate/Focus Task	Set of learning activities for children to acquire all the knowledge that they need in order to successfully complete the design and make activity.
3	Investigate/Focus Task	
4	Designing	Apply designing techniques – at end of session – children will have made design decisions and have a means of communicating their design ideas.
5	Making	Extended session (one afternoon) – no finishing off time. (depends upon the product) Have clear expectations / guidelines about what to achieve – flow charts / organised
6	Evaluation	Separate session for meaningful evaluation activities – do not stick at the end of the making session as children will be exhausted/excited/cognitive overload Exception if cooking.

Puppets (Key Stage 1)

	Lesson Type	
1	Investigate Focus Task	Finding out about puppets, puppet show, discussion, playing with puppets. Starting to sew: Teaching the running stitch / needle threader
2	Investigate/Focus Task	Investigate: What makes a good puppet Starting to sew: Children practice decorative embroidery techniques
3	Investigate/Focus Task	Teacher focus: Small Group: Making the Puppet
4	Designing	Brainstorm Session: Group Activity – discuss and generate ideas – plenary? Design a puppet using a template
5	Making	Decorating and theming the puppet using the puppet made in the focus task Decorate using the design sheet as a guide – <i>iterative process of improvement</i> Teach decorative techniques?
6	Evaluation	Reflect on the product / process / project <ul style="list-style-type: none"> - What makes a good puppet (session 2) - Compare product to product design – how have I made it better?

CHALLENGE & SUPPORT IN DESIGN TECHNOLOGY

When working on design technology projects some children will demonstrate a higher level of understanding and ability in the learning activities, whilst others may struggle. Applying a range of challenge and support strategies ensures that all children achieve the designated learning outcomes for the project.

CHALLENGE STRATEGIES

Challenge strategies provide opportunities for children to develop a greater understanding of the knowledge, skills and techniques being taught. Children should not be taught new curriculum content.

- **Deeper understanding and application of the iterative process of designing, making and evaluation.**
- **Challenge through higher expectations in terms of detail and sophistication in their designs.**
- **Challenge pupils to evaluate and adapt their designs when making the product.**
- **Encourage higher ability children to show leadership and delegation when working in group activities in design technology.**

Teachers to consider challenge and support strategies that are specific to the unit of work they are teaching and to the cohort of children who are learning.

SUPPORT STRATEGIES

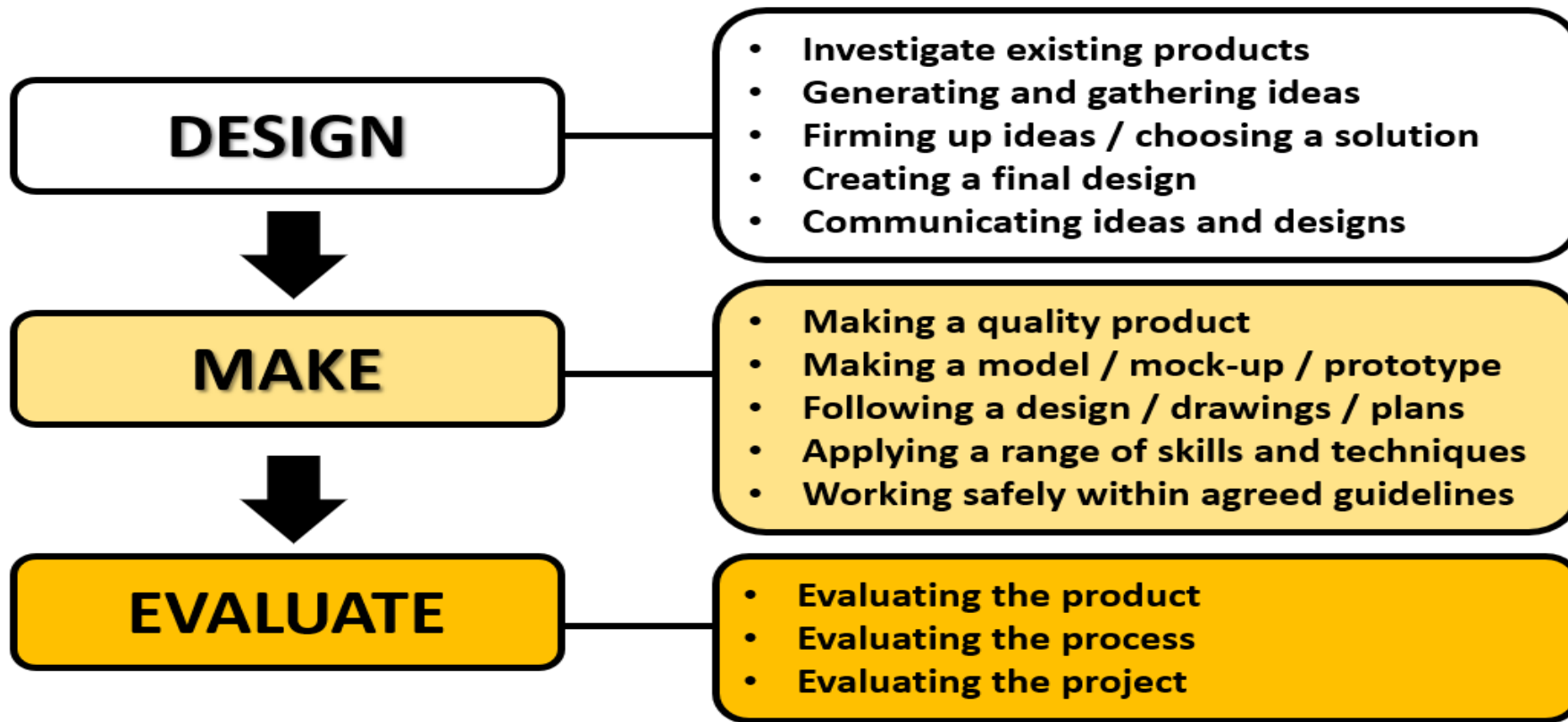
Support strategies are designed to support children who may struggle in the subject to achieve the same learning outcomes as all other children in the class.

- Identify and support children who may not have secure knowledge of key skills and techniques.
- Small focused groups and one-to-one support for struggling children when undertaking focus tasks and practical activities.
- Pre-teach essential knowledge and skills for children not having the necessary pre-requisite knowledge.
- Strategies to aid children with technical vocabulary (prompt cards, vocab list)
- Provide children with ready-made questions to ask in discussion activities.
- Scaffolded support when designing (adult support, ready-made diagrams, labels and annotation).
- Informed choices when creating working groups or pairing-up children.

EVALUATION IN DESIGN TECHNOLOGY



DISCIPLINARY KNOWLEDGE IS ABOUT KNOWING HOW THE SUBJECT WORKS. IT IS ABOUT UNDERSTANDING THE CREATIVE PROCESS OF DESIGNING, MAKING & EVALUATING A PRODUCT.



Evaluation in the Curriculum

The National Curriculum

Evaluating (Key Stage 1)

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Evaluating (Key Stage 2)

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Three distinct opportunities for children to develop their skills and understanding of evaluation in design technology:

- **Evaluating existing products – why do they work well**
- **Evaluation as part of the iterative process**
- **Evaluating products that they have designed and made**

Evaluation Activities

*Evaluate at the end of a **project** – when the **process** is complete and the **product** is finished.*

- **Series of activities that allow children to evaluate and reflect upon:**
 - The product that they have made
 - The processes (and skills) that they have used
 - The overall project
- Consolidate knowledge and understanding of the disciplinary knowledge (how the subject works – *evaluating*)
- Aim is to embed ongoing evaluation and improvement whilst working on a product – provide the necessary evaluative knowledge and skills

Like all learning activities in DT – they need to be taught, structured and scaffolded

EVALUATION TOOLBOX

- Some activities suited to different age groups and activities
- Some evaluation lessons may involve more than one activity
- Can be used for different ability pupils – same end point different ways of getting there
- Some will be dependent upon how the project progresses
- Some need to be decided upon before the start of the project



Simple Structure

3 stars and a wish

Name _____ Class _____ Date _____

	Evaluation criteria 1 _____

	Evaluation criteria 2 _____

	Evaluation criteria 3 _____

	Evaluation criteria 4 _____

Three Stars and a Wish

- 3 successful outcomes
- One 'even better if'

Traffic Light Evaluation
Evaluate against agreed criteria – *linked to the design specifications*



Design Brief & Specifications

Does the finished product meet the overall aim of the design brief?

Evaluate the finished product against the design specifications.

You may have asked questions, conducted surveys or collected views as part of the design process to see what would be appealing to the intended users. Repeat the process with the finished product. (think Taste Testing!)

Asking Questions

- What do you think of the overall design and the product you made?
- Does it work as it should?
- What changes would you make?
- Were the materials you used appropriate for the tasks? What changes would you make next time?
- How long did the product take to make? What took the longest time?
- What do other people think of your design and the product?

Design and Technology
Evaluation Checklist

The statements of the checklist were you have included them in your evidence.

In my evaluation, I have included information about:

The skills I used	
The tools I used and whether they matched my initial plan	
The materials used and whether they matched my initial plan	
Any problems or challenges I encountered	
Whether testing was successful	
When started and	
When I was most pleased about with my final product	
Whether I met the initial aim and design criteria	
Any improvements I could make	

tick lists and score sheets



Design Brief & Specifications

 **DEFINE**
the problem or product

DESIGN BRIEF:
Design and make a 'hands-free' headlamp torch for someone walking their dog at night.

 **PRIMARY DESIGN TECHNOLOGY**

Question: How did you design your product to make it 'hands-free'?

Answer: Draw (or photograph) your product. Label and annotate it to explain how you made it 'hands-free'

 **IDENTIFY**
what will make it successful

DESIGN SPECIFICATIONS:

- The torch should be able to be worn around the head.
- It should be easy to switch the torch on or off.
- The torch design should be attractive to dog owners.

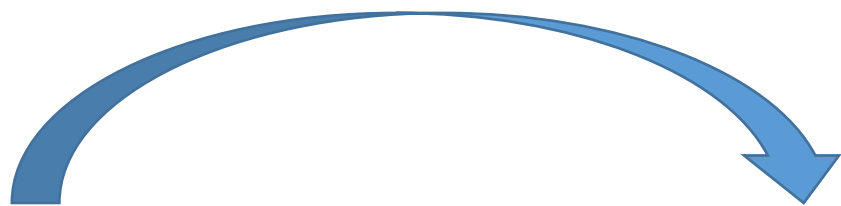
 **PRIMARY DESIGN TECHNOLOGY**

Question: How did you design your product to match the design specifications?

Answer: Draw (or photograph) your product. Label and annotate it to explain how you achieved the design specifications.



CONSUMER SURVEYS



Project start

What do they want?

Project end

Have I given them what they wanted?

What is a consumer – A consumer is anyone who might use or buy the product that you have made. They are the intended user.

A consumer survey allows people to comment upon a product – this is called feedback. It is used so that you can improve your product.



Introduce the concepts of rating the quality of a product

- *Heavily used in online shopping*

Written reviews and comments

What do people think of your product?

Write comments on post it notes

Record what they say - speech post it notes

Summarise their viewpoints



CONSUMER SURVEYS


Evaluation Toolbox of Activities

EVALUATION

Focaccia Taste Testing

Evaluating Our Bread Products

Name of Product	Appearance	Taste	Texture	Star Rating
				☆☆☆☆☆
				☆☆☆☆☆
				☆☆☆☆☆
				☆☆☆☆☆
				☆☆☆☆☆
				☆☆☆☆☆

 Name Class



Evaluate



PRIMARY DESIGN TECHNOLOGY



PROMOTING YOUR PRODUCT

Businesses need to tell potential clients and customers about the product they are selling – this is called promoting the product. Promotion is about:

- Telling the customers about the product.
- Telling the customers why they should buy the product.
- Telling the customers how it is better than other products.

Promotion is about persuading people to buy your products.

Can you think about ways in which businesses persuade people to buy their product?

What is your message?

- What is the name of your pizza?
- Why should people buy your pizza?
- Why is your pizza special?
- Why is your pizza better than other makes of pizza?

Delivering your message

- Poster
- Handout Flyer
- Menu Card
- Radio advert
- TV / Online Commercial



PROMOTING YOUR PRODUCT

Click ONLINE SHOPPING
Easy Shopping
WWW.CLICKONLINE.CO.UK

Product Title

Designed by: _____

Brief Description:

Cost: _____

Age Range: _____

Materials

Free delivery on all orders over £5.00. In stock and ships the next day from Click Online. Gift Wrapping service available.

CUSTOMERS WHO BOUGHT THIS ITEM ALSO BOUGHT

LATEST REVIEWS FOR THIS PRODUCT

Product Review: ☆☆☆☆☆

By: _____ Date: _____

Product Review: ☆☆☆☆☆

By: _____ Date: _____

Products can also be sold by online shopping. To complete this project, design a shopping page for your Tamagotchi.

What is the name of your Tamagotchi product?
Who designed your Tamagotchi? – You did!

Write a brief description of your Tamagotchi and draw a picture of the Tamagotchi or add a photograph of your product.



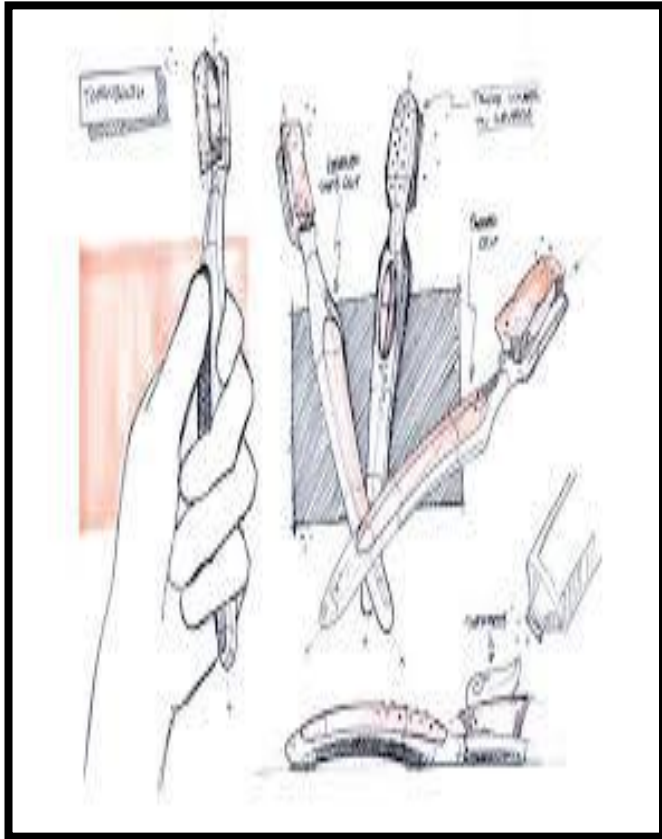
How much will you sell your Tamagotchi for?
What age range is the Tamagotchi made for?
What materials have you used?

Think about the customers you have designed your Tamagotchi for – what other products are they likely to buy?

Ask two friends to write a short review of your product and to rate your product out of five stars.



Explain to Evaluate

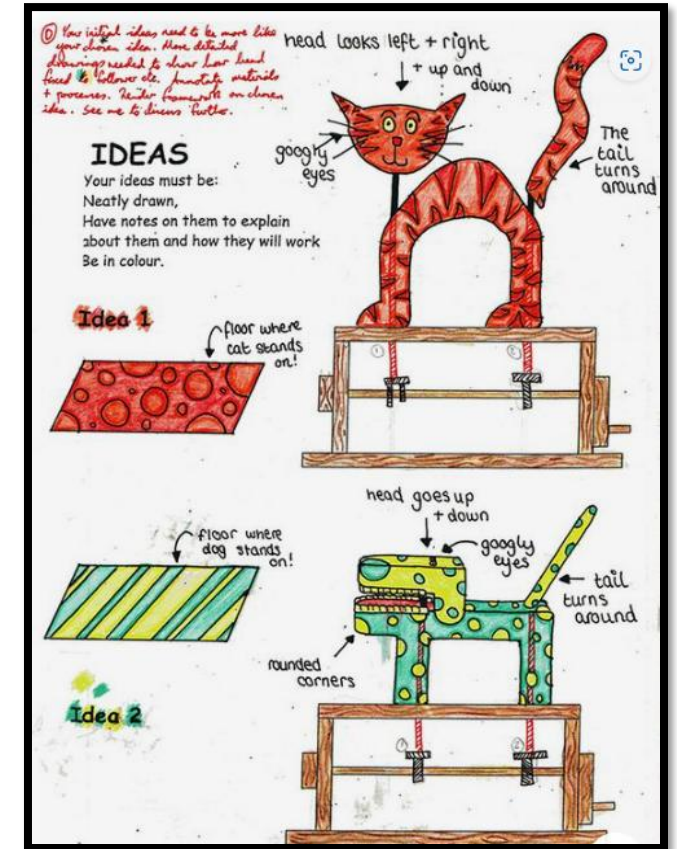


Evaluation of an Existing Product

Draw and label one of the products you have examined and show:

- Materials used
- Construction techniques
- Systems
- Types of movement
- Decorative features
- Why has it been made? (purpose)
- How does it work? (function)
- Who it has been made for? (client)

Add annotations to explain



Evaluation of a Made Product



BIG EVALAUTION PROJECTS

Evaluation Toolbox of Activities

EVALUATION

THE PROJECT : EXHIBITION STAND

Your evaluation task to create an exhibit about your product. Include an explanation about how you designed and made it. You can also include drawings, diagrams and photographs.





BIG EVALAUTION PROJECTS

Evaluation Toolbox of Activities

EVALUATING

THE PROJECT : DOCUMENTARY

Your evaluation task is to create a short documentary film that shows the different designing and making stages that were undertaken to create your product. Edit together the short film clips and add explanations and subtitles to create the documentary





BIG EVALAUTION PROJECTS

EVALUATING

THE PROJECT : SHOW AND TELL



Your evaluation task is to present a short talk about your product. Talk and explain the design and make process. Talk about what went well and how you could improve the product.

At the end of the session the class will ask you some questions about the project.

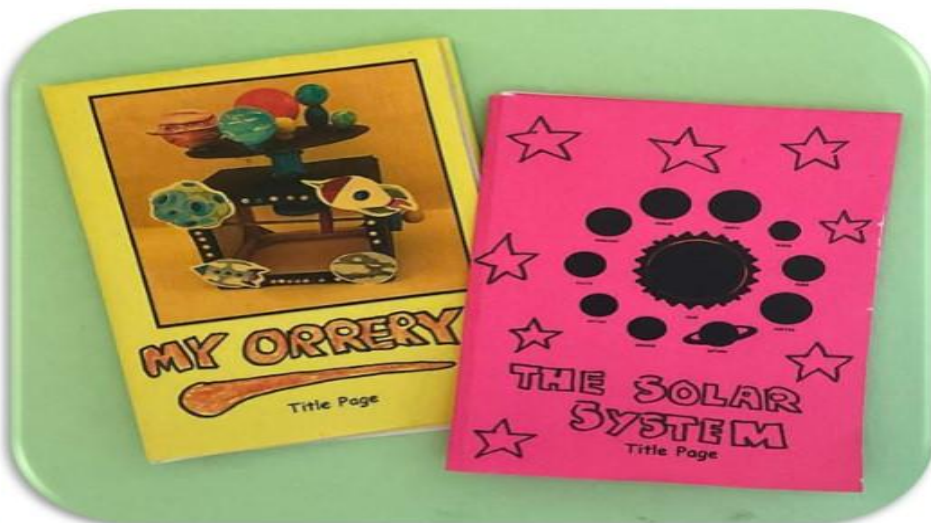


BIG EVALAUTION PROJECTS

Evaluation Toolbox of Activities

EVALUATION

MAKING A ZINE



WHAT IS A ZINE?

A zine is a small magazine that you make yourself about your product. A zine contains both words and pictures. Zines are made from one sheet of paper, folded to create a small booklet.



DRAGONS DEN

Evaluation Toolbox of Activities

EVALUATION

INTO THE DRAGON'S DEN



PRIMARY DESIGN TECHNOLOGY

EVALUATION



Your task is to persuade a panel of potential clients to buy your product. You need to show them your product and promote your product to them.

PRIMARY DESIGN TECHNOLOGY

EVALUATION

Create a short presentation about your product
Include the following information:

- Name of your product.
- Explain how it fulfils the design brief.
- Explain how it meets the design specifications.
- Who you have designed it for.
- Explain how your product is innovative and authentic.



PRIMARY DESIGN TECHNOLOGY

EVALUATION



Make sure you have a high-quality example of your product to show the dragons.
You might also want to provide each dragon with a photograph or drawing of your product.

PRIMARY DESIGN TECHNOLOGY

EVALUATION

Market Research

Include the results of any market research that you carried out as part of the designing process of your product.



Graphs and charts make understanding the research easier.

PRIMARY DESIGN TECHNOLOGY

EVALUATION

Know Your Product

Try to know everything about your product

- Why did you make it?
- How did you make it?
- What materials did you use?
- What do you like about the product?
- How would you improve the product?

Be prepared to answer questions at the end of your presentation.



PRIMARY DESIGN TECHNOLOGY



EVALUATING THE PROCESS

Evaluation Toolbox of Activities

EVALUATION

THE PROCESS : SKILL BUILDERS

SKILL BUILDERS

Skill	How did I use this skill in the project?	How did I get better at this skill?	How can I further improve my skill?

Name Class

Think about all the different skills that you have used when designing and making your product.

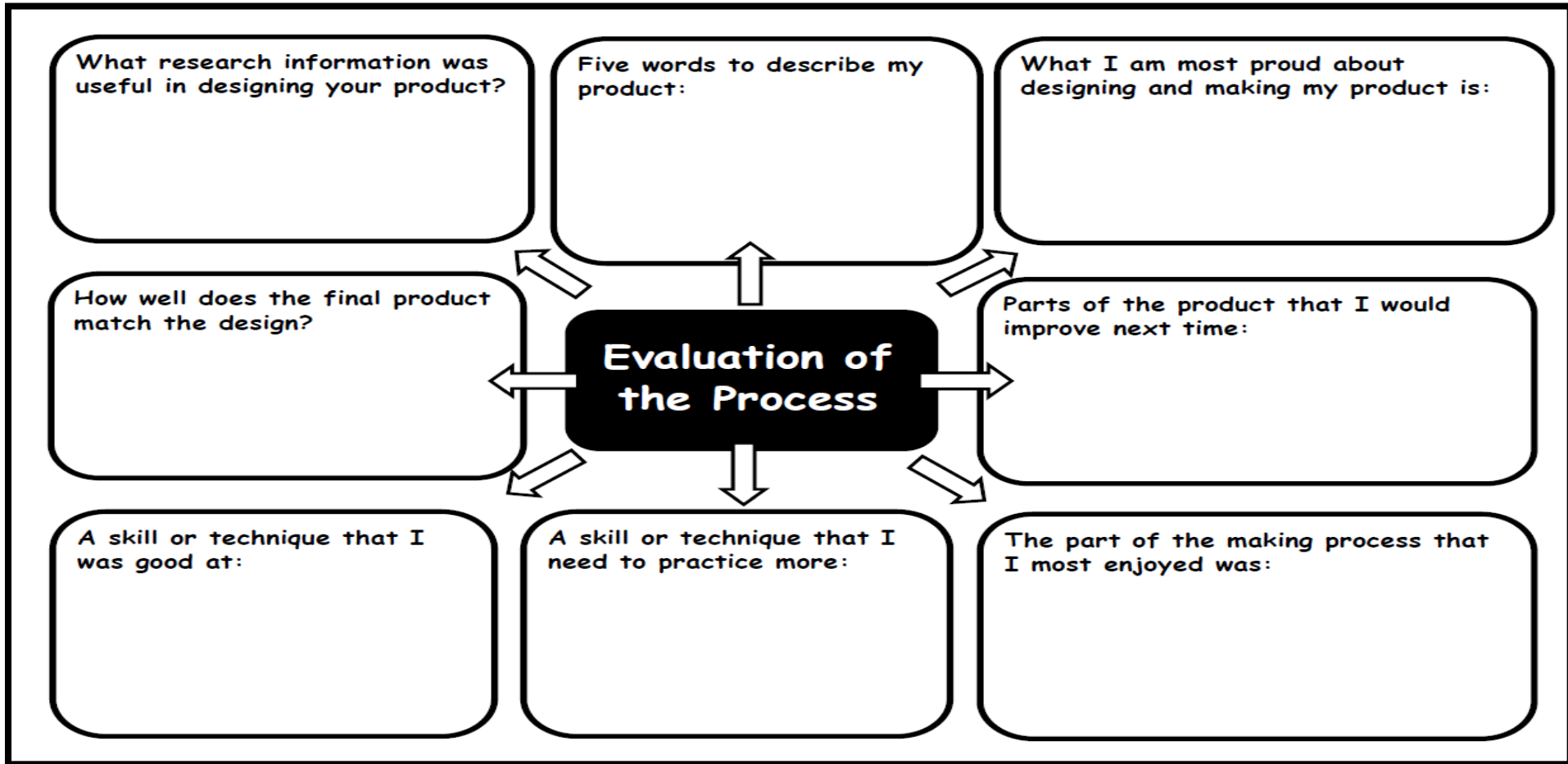
- How did you use these skills in the project?
- How did you get better at these skills during the project?
- How could you further improve these skills?



EVALUATING THE PROCESS



Evaluation Toolbox of Activities





EVALUATING THE PROJECT

WORLD OF WORK

How might the knowledge and skills that you have learnt in this project be useful in the world of work?

What kind of professions would use this knowledge and skills?

Evaluation



BACK TO THE DRAWING BOARD

EVALUATION

Mark II product refers to the second version of a product. It is an improved version of the product.

Designers think about how they can improve the clients experience of using the product.

Mobile phones have an upgrade regularly



EVALUATION

Mark II Products

Mark II product refers to the second version of a product. It is an improved version of the product.



- Take a photograph of your automaton toy and then write a short paragraph explaining how you would improve the product to create the Mark II version.
- Also, explain how you would improve the process of making the automaton toy – what would you do differently next time?

FASHION SHOW

Your waistcoats will be modelled at the class fashion show where they will be evaluated by a panel of judges.



IDENTIFY
what will make it successful

Design Specifications:

The waistcoat should:

- Reflect the theme of the fashion show.
- Have buttons to fasten the waistcoat.
- Have a pocket.
- Include a printed repeated design

PRIMARY DESIGN TECHNOLOGY

As well as using the design specifications, what else should the judges be looking for when evaluating your waistcoat?

KNOWLEDGE

What is a Fashion Show?
Would you wear these clothes?


Do you choose your own clothes?
Why do you choose clothes?
What do you consider when choosing clothes?

Think about:

- Colour
- Patterns
- Style
- Comfort
- Culture

PRIMARY DESIGN TECHNOLOGY

Investigate 2



A simple flower design was printed on to the waistcoat.

Fine detail has been added using felt tip pens.


Felt flowers have been added to the waistcoat (appliqué technique).

Buttons have been sewn to the waistcoat to secure the felt flowers.

EVALUATION

THE PROJECT : EXHIBITION STAND

Your evaluation task to create an exhibit about your product. Include an explanation about how you designed and made it. You can also include drawings, diagrams and photographs.



DE PRIMARY DESIGN TECHNOLOGY

Evaluation

EVALUATION

THE PROCESS : SKILL BUILDERS


SKILL BUILDERS

Skill	How did I use this skill in the project?	How did I get better at this skill?	How can I further improve my skill?

Name Class

Think about all the different skills that you have used when designing and making your product.

- How did you use these skills in the project?
- How did you get better at these skills during the project?
- How could you further improve these skills?



DE PRIMARY DESIGN TECHNOLOGY

Evaluation

EVALUATION

MARKETING:SELLING ONLINE

Click ONLINE SHOPPING
www.clickonline.co.uk

Product Name: Designed By:

Brief Description:

Cost:

Age Range:

Materials:

CUSTOMERS WHO BOUGHT THIS ITEM ALSO BOUGHT

LATEST REVIEWS FOR THIS PRODUCT

Product Review: ☆☆☆☆☆ Product Review: ☆☆☆☆☆

By: Date: By: Date:

Products can also be sold by online shopping. To complete this project, design a shopping page for your fashion item.

What is the name of your fashion product?
Who designed your fashion waistcoat? – You did!

Write a brief description of your waistcoat and draw a picture of the waistcoat or add a photograph of your product.

How much will you sell your waistcoat for?
What age range is the waistcoat made for?
What materials have you used?



Think about the customers you have designed your waistcoat for – what other products are they likely to buy?

Ask two friends to write a short review of your product and to rate your product out of five stars.

SUPPORT FOR SCHOOLS

Focus for Summer 2, Autumn 1 & Autumn 2 – Face to Face Meetings

Subject Leadership Focus:

- Assessment & progression
- Quality assuring the curriculum
- Subject improvement planning

Practical Workshops

- Gears, levers and pulleys
- Cooking and nutrition overview
- Structures – Temple Marble Run

Day of Design Technology – Spring Term Meeting?

NETWORKING & DT SURGERY

HES School Improvement Update – Summer Term 2026

- Please find a link below to Spring 2026 issue of our '***HES School Improvement Update,***' produced by the HSIS Team – a termly update to keep in touch with leaders and teachers in schools about all things regarding school improvement. You can view this as a flipping book or you can download a pdf version by clicking on the below link.

Onsite and virtual consultancy and training

Please contact the HSIS support line

T: 01708-433813

E: HSIS@havering.gov.uk

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Thank you for your valuable time.