Design and Technology Policy

September 2026

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1. Curriculum Statement

Intent

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At William Patten, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Implementation

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making. The children design and create products that consider function and purpose and which are relevant to a range of sectors (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).

When designing and making, the children are taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately.
- select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste.

Evaluate

- 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.

Develop, Use and Apply Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products.
- understand and use electrical systems in their products.
- apply their understanding of computing to program, monitor and control their products
- Understand some of the ways that food can be processed and the effect of different cooking practices (including baking and grilling).

Key skills and key knowledge for D and T have been mapped across the school to ensure progression between year groups. The context for the children's work in Design and Technology is also well considered and children learn about real life structures and the

purpose of specific examples, as well as developing their skills throughout the programme of study. Design and technology lessons are also taught as a block so that children's learning is focused throughout each unit of work.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown the 'Topic Vocabulary (TV) Mat. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.

The KWL process is used throughout each unit of work. Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. The children are then also asked what they would like to know and class responses are collated and used to inform the programme of study to ensure an aspect of 'focussed interest planning'. A record of this process kept in children's books. At the end of the topic, children write a summary of what they know according to the key knowledge statements identified on the school's progression map for design and technology (as worded on the TV Mat of the topic). Teachers support the children and scaffold this 'knowledge summary' as appropriate, according to the children's age group as well as individual needs. This process is used to consolidate the key knowledge of the topic and each strand of knowledge included in the outcomes is ticked or highlighted.

Within all sequences of lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. In design and technology, an example of this level of questioning might ask children to consider how a mechanical system (such as gears and pulleys) might speed up, slow down or change the direction of movement. The questions that teachers ask within the same lesson phase, then focus on the children's own work and how they might change or create an outcome and justify a choice they have made which is based on their evaluation.

Impact

We ensure the children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child

Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

2. Teaching and Learning

Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication; speaking, designing, drawing, assembling, making, writing and using computer technology. Projects are taught in blocks which allows for more effective learning in which teachers can focus on teaching and developing DT skills, allowing children to develop their ideas and techniques. Units of work have been selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage. Units of work are planned to include designing and making assignments (DMAs) supported by focused practical tasks or skills teaching (FPTs) and work involving reviewing existing products (IDEAs). All children should have a breadth and balance of experience.
The curriculum is designed to enable progression in Design and Technology processes, including specific aspects of designing and evaluating. It also ensures that children develop their knowledge and skills systematically; choosing and using an increasing range of tools and techniques to suit a range of different purposes and developing their knowledge and understanding of mechanisms and structures to enable the incorporation of mechanical and electronic systems into their products.
Progressive questioning across the unit is evident on teaching slides. Questioning is informed by the Bloom's Taxonomy Teacher Toolkit, which can be found at the end of this policy (p8).

Opportunities will be sought by the school to provide the children with access to places of design and technological significance and learning outside the classroom within units of work. The subject leader themselves will identify and map school trips that support each of the design and technology topics, using the School Trips Mapping document. This lists recommended trips that are appropriate to the topics of each subject that are being taught in each team. At the beginning of the year, teachers will choose one trip per half term from the list.

Teachers, in collaboration with SLT, subject and phase leaders, will ensure that there is diversity in the subjects that children are accessing school trips in. The category that each trip falls under, is also mapped and considered at planning stage to ensure a broad and balanced enrichment offer.

School Trip Categories							
Natural World – parks, woodland	Places of Worship	Architecture and Heritage - Historic sites and contemporary buildings	Artistic - Theatres, galleries and creative settings	Science and Discovery	Adventure Activity and Leisure Centres	Zoos and Aquaria	Regional/ national Museums

Children from reception to Y6 have the option of accessing school trip locations via the London underground as well as local bus routes.

The school will also seek to provide access to people with specialist design and technology skills from the local and wider community to enrich the Design and Technology curriculum.

3. Assessment

Children's existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each unit as part of the KWL process. The learning intention (LI) for each lesson is shared with the children, in the form of a 'Can I…?' question at the beginning of each lesson.

Children's knowledge and skills are continually assessed and developed by the teacher within each lesson, in accordance with the lesson's success criteria. These are shared with the children before their independent task and are referred to again at the end of the lesson as children review their work according to the LI at the end of the lesson. Critical discussion, including that which generated by the teacher's progressive questioning also enables ongoing assessment.

With reference to the progression outlined in the national curriculum, teachers have used the 'key learning' listed in the 'Projects on a Page' scheme, alongside the progression outlined by the national curriculum, to identify the key knowledge and skills that underpin progress in each unit of work. These build progressively throughout the school, and across the programme of study, and form the basis of assessment in Design and Technology. The children revisit the identified 'key' knowledge, as part of the KWL process, at the end of the sequence of lessons and there is a summary of 'what I now know' in the children's books. Displays within the classroom and hall areas will reflect a range of work across key stages, to celebrate and exhibit children's varied responses to a brief.

There is a strong focus on developing the quality, presentation and content of children's written work across all subjects. The standard of children's writing is expected to be the same high standard across all subjects – teachers marking will address inaccuracies (such as, for example, inconsistencies in the use of capital letters and punctuation). It will also prompt when handwriting and grammar needs improvement, indicating an identified target and providing a suitable model where appropriate.

The majority of marking takes the form of highlighting. If a sentence or word is highlighted, it indicates a successful feature of the child's work. For example, this could indicate:

- evidence that the skills/knowledge for the lesson have been applied;
- use of key vocabulary or generally ambitious vocabulary;
- good use of grammar (conjunctions to elaborate on a point), or any other literacy focus such as the use of capital letters, age appropriate punctuation etc to promote literacy lessons beyond English lessons
- and/or any aspect of the child's work which is in line with the pedagogy of Design and Technology.

Although there will not always be a recorded outcome in children's books, task will be planned that provide plenty of opportunity for children to demonstrate the application of the key knowledge and skills for the lesson.

4. Planning and Resources

Each lesson in topic block is planned according to a specific knowledge statement, according to each subject's knowledge and skills progression map. Skills that are relevant to that lesson are also planned for and evident in the slides for that lesson.

Lesson slides are designed to be accessible to all children, as well as to avoid cognitive overload. Lesson slides are used by the teacher to support the teaching, as well as to convey key information and instruction to the children.

Teachers devise lesson slides according to what is stated on the progression map for design and technology according to the term and year group. The school has a format for lesson slides to support planning processes and to ensure consistency. Teachers can source from a range of recommended lesson resources, including the projects on a page scheme, specific to design and technology. Sourced resources for lesson slides might include imagery and ideas from slides from other schemes. However, these are not used in their entirety, to ensure a structured and consistent approach that is in line with the school's bespoke curriculum mapping.
The teacher lesson slides to support their teaching and to convey key information and instruction in a way that is visually accessible to all learners.

The key vocabulary for each topic is mapped and shared with the children, with reference to the 'Topic Vocabulary (TV) Mat that each year group has created. This provides a graphic organiser of the key vocabulary, the previous relate knowledge and the current key knowledge of the topic. Responses to the 'What I'd like to know?' phase of the topic introduction, also enable and inform focussed interest planning which takes account of children's interests (as well as their starting points as informed by the 'What do I know already?' phase).

Online DT plans and resources, produced by the Design and Technology Association, are available on the school's shared drive. Teachers consult these to ensure technical accuracy in their teaching and to inform the programme of study for their year group. The key skills and knowledge for each Design and Technology Topic have been mapped by each year group to ensure that these are progressive from one year to the next. Planning considers cross-curricular opportunities and these are stated on the school's knowledge and skills progression mapping and embedded in practice. The context of the school, including the use of local resources and places to ensure relevance, is also considered at planning level. To support CPD and inform specific projects, the Design and Technology Association resources also include sketches and diagrams, teaching tips and techniques, suggestions on class organisation, links to resources and a glossary of technical terminology which is related to specific projects. It also provides an example of how children might engage in an 'iterative' designing and making process. During an iterative process, children's ideas are communicated and clarified through action. In contrast to a rigid design-make-evaluate process, in an iterative process thought leads to action, resulting in further thought and action as children create their products.

Not all lessons will be planned to have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

Teachers will either select materials needed to complete a DT project from the DT resource area, purchase any materials needed for the design, construction and evaluation of a project or decide to use recycled materials or junk modelling to help complete a project. Children are taught to use tools and equipment in a sensible, safe and efficient manner.

5. Organisation

Design and Technology planning is mapped in blocks on the Whole School Curriculum Overview. Units of work are planned to include a balance of designing and making assignments (DMAs), teaching key skills (FPTs) and work involving reviewing existing products (IDEAs). Links with other subject areas are made where appropriate.

6. EYFS

Design and technology in the EYFS is informed by and aligned to the following related Early Learning Goals (ELGs):

Personal, Social and Emotional Development ELG:

- Self-Regulation Set and work towards simple goals, being able to wait for what they want and control their impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Fine Motor Skills ELG:

- Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing.

Expressive Arts and Design ELG:

- Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used.

The staff team plan for children to experience creative opportunities and develop key skills and techniques within the EYFS curriculum. There will be a focus on developing fine motor skills and learning how to plan, design and produce the finished project. The knowledge and skills acquired and developed in the EYFS will provide the foundation or those identified in subsequent years.
Nursery and Reception classes will be, where appropriate, included in whole school projects, workshops, events and competitions associated with Design and Technology. The Early Years Curriculum document outlines how DT is taught within the programme of study (scroll down): https://www.williampatten.hackney.sch.uk/curriculum/curriculum-framework/

7. KS1 and KS2

Teachers will plan for lessons so that children will learn to design purposeful, functional, appealing products for themselves and others based on design criteria and to communicate their ideas through talking and drawing. They learn to select from and use a range of tools and equipment to perform practical tasks and to choose from a wide range of materials and components. Each aspect of the school's Design and Technology programme of study links explicitly to the five National Curriculum strands.

The provision will support each child's achievement of the 'end-points', as stated on the school's Design and Technology Knowledge and Skills Progression Mapping documents, which are directly informed by the National Curriculum 2014, as follows:

National Curriculum					
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.					
	Designing	Making	Evaluating	Technical Knowledge	Food Technology
KS1	Design - purposeful, functional, appealing products for themselves and other users based on design criteria. Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	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.	Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.	Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
KS2	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	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.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products.	Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Approach to knowledge and skills progression mapping developed by William Patten Primary School (http://www.williampatten.hackney.sch.uk/).

Children will copy the LI from the board as the title for their recorded outcome. This will be underlined with a ruler. The LI and short date will be provided on a sticker to children who are not yet able to write this independently in KS1 and to identified individual children with SEND and children who are working below the age expectation. Generally, children will write the the short date themselves and this will be underlined with a ruler.

Children' s work in books will mostly be their own recorded writing. Pages of scaffolded work will only be stuck into children's books when this is absolutely necessary.
In some instances, children might stick a diagram or visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in.
In design and technology, it might be appropriate for children to record a planning or evaluative process directly onto a provided format. However, the majority of children will record their work directly onto the pages of their book, using the layout provided as a point of reference. This will enable greater ownership and pride in recorded outcomes.

During design and technology lessons, a 'Features of a DT Lesson' poster is clearly displayed on the wall. This has been explained to children, so they know what is in place to help them learn according to the pedagogy of the subject.

Features of a Design and Technology Lesson

RECAP & LEARNING INTENTION

We recap what we know from the previous lesson or in previous year groups if we are at the start of our topic.

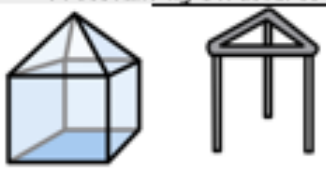


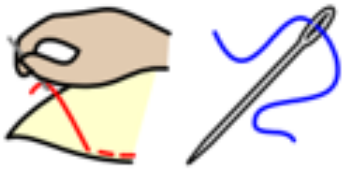
My teachers shares the LI with the class as a question – 'Can I...'



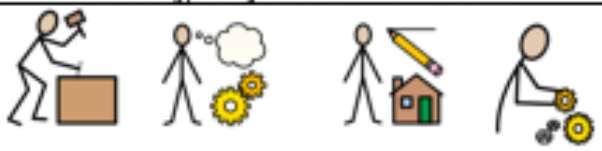
CONTENT

Our DT projects usually involve one of the following:

Freestanding Structures	Shell structures	Structures for strength	Food Technology
			

Mechanisms for Movement	Textiles
	

REAL LIFE APPLICATIONS

We find out about people who have worked in design and technology. Or jobs that involve its use.	We see real life examples of our own creations and products and the mechanisms we have created in use.
	

TEACHING

This might include -

Preparation for designing and making.	Focused practical tasks or skills teaching (we learn how to do something first).	Work that involves reviewing an existing product.
		

SUCCESS CRITERIA

The success criteria will then tell me how I can complete the task today, as I continually review to improve my work.



PRACTICAL TASKS AND ACTIVE LEARNING

The majority of time in DT lessons is used for practical tasks and active learning – **designing and making**.



INDEPENDENT WORK

My independent work might include -

Designing	Making	Evaluating	Developing and using and applying technical knowledge	'Iterative Processes'
				 This is where the design of a product or application is improved by repeated review and testing.

REVIEW

We can use the success criteria to help us decide if we have met the learning attention or achieved the design brief. My final '**iteration**' is the best version of what I have made.



8. Equal Opportunities

Whole school policy on equal opportunities will be adhered to in Design and Technology activities. Teachers ensure that children have access to the range of Design and Technology activities and use opportunities within Design and Technology to challenge stereotypes. Children are encouraged and supported to develop their Design and Technology capability using a range of materials. Children with special needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the Design and Technology curriculum.

9. Inclusion

- All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in Design and Technology.
- Topic vocabulary is explained to the children from the onset of the topic, with accompanying definitions and visual cues, to ensure that all children develop and are able to use a range of vocabulary according to the project.
- Within each topic, teachers use 'word aware' (a structured whole school approach to promote the vocabulary development of all children) to support children from identified vulnerable groups who would benefit. In Design and Technology, the word chosen for this is generally a technical term that is not a high frequency word.
- Key knowledge for all children is also provided on the TV (knowledge) mat, which is available for all children to refer to, throughout the study, on their tables. Further use of assistive technology is also considered where appropriate for individual learners; this might include the use of widget to support instructions for construction, or the use of an electronic devise to support research.
- QR codes, photographs and print outs/screen shots of tasks completed on a computer or app can be used to evidence a learning process where the child has not produced a recorded outcome.
- Each class also has a working wall, which evolves with the topic. Teachers use this to reinforce the key knowledge and skills.

10. Role of the Subject Leader

Lesson slides and outcomes for each unit of work will be monitored by the SLT, in collaboration with subject and phase leaders. This will inform any necessary follow-up action and support, to ensure that school systems are consistent across year groups, age phases across the school throughout the curriculum. This is part of the school's commitment to ensure a high quality, broad and stimulating curriculum.

The subject leader will support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of Design and Technology. A range of good-quality materials and tools, which enable teachers to resource and teach the subject effectively, will also be maintained by the subject leader.

The subject leader will directly support the school's commitment to:

- providing access to places of design and technological significance and learning outside the classroom,
- providing access to people with specialist design and technology skills from the local and wider community

Regular opportunities will be provided throughout the year for moderation of children's achievement, according to the programme of study for their year group. The subject leader will use the outcomes of this process to support further development in design and technology, as well as the findings from regular book looks (where teachers across year groups will view outcomes of work in each subject). The book look process itself will provide an opportunity to recognise, celebrate and disseminate good practice, and inform judgements as to the progress being made towards identified whole school and subject priorities. Wherever possible, models and that the children have created will be seen as part of this process.
In-house moderation and Book looks will be scheduled to take place within teachers' directed time.

11. Parents

We encourage all parents and carers to support and assist with whole school events and Design and Technology projects. Parents and carers from the field of design and technology are warmly encouraged to approach the school to support opportunities for enrichment and the school will actively seek to engage and collaborate with parents and carers with specialist skills for this purpose. Parents are welcome to contact the school at admin@williampatten.hackney.sch.uk and this will be reiterated at the beginning of each year during the initial Meet the Teacher meetings.

This policy will be reviewed annually by the Governing body.

Policy Agreed: **September 2026**
Policy Review Date: **September 2027**

LOW LEVEL THINKING SKILLS ← → HIGH LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Actions:

Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Actions:

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Actions:

Carrying out, Executing, Implementing, Using

Outcomes:

Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

Actions:

Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Actions:

Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes:

Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

Actions:

Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

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