



Rationale

Through the teaching of Design Technology in primary school we allow the children to receive a DT curriculum which provides children with opportunities to exercise their creativity through designing and making.

In DT Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life.

DT at our schools will provide children with the opportunity to take on the role of a designer and creator: to evaluate existing products, making critical decisions on the way things are made and presented, opportunities to design, build and test out their own products and then to evaluate their own work and the work of others.

We want to provide our children with hands on real-life experiences designing, making and evaluating purposeful creations.

Children will also learn basic cooking skills as part of the DT curriculum.

Intent

- Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.
- Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as designers and creators.
- Ensure an appropriate progression of skills and knowledge is in place over time so that pupils are supported to be the best designers and creators they can be, and challenge teachers to support struggling designers and extend more competent ones.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.
- Identify aspects that underpin specific areas of the DT curriculum and raise aspirations for pupils.
- A long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.
- Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.

Implementation

Pupils will

- Show developed understanding of the methods and skills of DT at an age appropriate level

Demonstrate a secure understanding of the key techniques and methods for each key area of the curriculum:

- sewing and textiles



- cooking and nutrition
- electrical and mechanical components
- Using materials
- A progression of understanding will be used by all, with appropriate vocabulary which supports and extends understanding
- Children will build confidence in discussing and evaluating their own work and identifying their own strengths and areas for development
- Children will use sketch books as a means of recording their DT journey with an opportunity to develop the skill of labelled DT drawings, progressing to expanded drawings.
- In some units a class book will be created to demonstrate the learning taking place, particularly in cooking and nutrition where shared discussions and food experiments are recorded using group work.

Pupils work and displays will show

- Pupils have opportunities for practice and refinement of skills.
- A varied and engaging curriculum which develops a range of DT skills.
- Developed and final pieces of work which showcase the skills learned.
- Clear progression of skills and knowledge in line with expectations
- That pupils, over time, develop a range of skills, knowledge and techniques across all of the areas of the DT curriculum.

Impact

(To be reviewed at the end of each year)

Classrooms will

- Provide appropriate quality equipment for each area of the curriculum.
- Have developed learning walls which include high quality work and carefully chosen vocabulary, which are regularly updated.
- Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.

Children will be

- Engaged because they are challenged by the curriculum which they are provided with.
- Resilient learners who overcome barriers and understand their own strengths and areas for development.
- Able to critique their own work as Designers and creators because they know how to be successful.
- Safe and happy in DT lessons which give them opportunities to explore their own creative development.



- Encouraged and nurtured to overcome any barriers to their learning or self-confidence.
- Develop art skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.