# The Design and Technology Curriculum

# Intent

Our aim is to encourage children to build up a range of skills and techniques that they can use as they move on to secondary school and also in later life. We aim highly to ensure that the finished products they create match the specific criteria, are fit for purpose and are something that the children can be proud of. Children explore products that are currently on the market and look at different designs of a range of products to allow them to make their own designs. Children are encouraged to use creativity, coupled with practicality during the design and making process. We aim for children to develop resilience and problem solving skills during the practical aspects of DT, making changes where needed and giving things a go even when it is a brand new skill they are learning. Children are encouraged to persevere if their products do not turn out as desired and make improvements and alterations as necessary. As children move through school the technical knowledge and vocabulary is built upon. In addition we aim for all children to have skills in preparing and coking a range of food and meals safely and hygienically.

**In design and technology we encourage our children to aim high with their designs, give new skills a go, be resilient when things don’t work out first time and show respect to their peers, with materials and with equipment which in turn leads to a love of learning in this subject.**

# Implementation

Teachers ensure there is appropriate coverage of key areas across each key stage: textiles, mechanical systems, food technology, stable structures and computer aided design. There is a clear progression of skills across units and year groups with areas being revisited and build upon. Children gather ideas through studying and evaluating current products as well as them developing their own ideas. Specific skills are taught explicitly including different stitches, joining and cutting techniques, making circuits to use switches and sensors, making moving parts and finishing techniques. Pupils explore and practise techniques showing that they can give it a go and be resilient if things are challenging. They apply skills learnt in current and previous units to produce a final project based on their preparatory work.

Each DT unit will include:

1. Specific vocabulary is shared, displayed and used in discussions by teachers and pupils.
2. Exploration of similar products currently available. Children will make judgements of the practicality and appeal of products. They will investigate how the products have been made and how they suit the purpose they have been made for.
3. Teachers demonstrate techniques and allow time for pupils explore and practise new skills.
4. Pupils use the information collected to design their own product against a brief.
5. Where appropriate, they plan designs ie for printing, or produce mock-ups as part of this preparation.
6. Pupils apply their knowledge and skills to create a final product.
7. They reflect on their own and others’ work throughout and at the end of the unit where they have the opportunity to evaluate their product against the brief that was set.
8. The final piece will be assessed against expectations for the year group.

# Impact

The impact of the implementation will be monitored throughout the year.

Work sampling is carried out at the end of each topic to look at development of new skills.

Evidence collected of the process from investigating, designing, making and evaluating.

Support and extension looked at for SEN and able pupils.

Learning walks conducted to observe pupils working practically with new tools and equipment.