



DT Curriculum Statement

Intent:

- Our DT curriculum provides pupils with opportunities to develop their skills using a range of media and materials so that they may explore and evaluate different creative ideas; work practically, express themselves imaginatively and communicate visually in three dimensions with different audiences.
- Pupils learn the skills of planning, designing, constructing, adapting, evaluating working individually and collectively.
- Pupils will be introduced to a range of works and develop knowledge of the styles, techniques, methods and vocabulary used by designers past and present to enhance their appreciation for and understanding of design technology.
- The skills pupils acquire are applied across the curriculum and different topics, allowing pupils to use their skills in design to reflect on and explore concepts in greater depth making meaningful connections.
- Young designers are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process.
- Pupils are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or require further development.

Implementation:

- DT is taught in a block every term (9 hours) to enable pupils to achieve greater depth of knowledge, understanding and skills.
- Cross curricula links.
- Trips to museums, galleries, projects and workshops where pupils work collaboratively on design projects.
- Art Week (which includes opportunities for DT) and drop down days allow pupils to work with professional designers to explore design technology beyond the curriculum.

Progression:

- In Year 1 design and evaluate fabric faces. Those skills in design are also employed in the Dips and Dippers unit and The Lighthouse Keeper's Lunchbox module in which opportunities are provided to test a design and make recommendations for improvement.
- Year 2 build upon the skills acquired the previous year with the Fabric Bunting unit. Cross-curricular links to English are utilised in the Moving Pictures module employing design to deliver traditional tales; similarly, Sensational Salads connects with scientific knowledge and PSHE discussions concerning healthy eating.
- Year 3 continue to use skills of decoration in fabrics in the Juggling Balls activities. Battery Operated Lights embeds both scientific knowledge and the use of its design in planning, preparation and practical application. The Great Bread Bake Off links back to Year 2 studies in home economics.
- Year 4 pupils design and build functioning frame structures in the Let's Go Fly A Kite unit making use of their mathematical knowledge. Kitchen theory and practical skills developed in lower KS1 are applied in the Edible Garden module whilst a prototype of a mechanical system is planned, produced and evaluated in Mechanical Posters.
- Year 5 students work collaboratively to generate ideas in making Automata Animals and evaluate success against existing design criteria. Pupils then develop their own design criteria in manufacturing felt cases and apply knowledge and skills in food hygiene and preparation in the Super Seasonal cooking unit.
- Year 6 continue developing theoretical knowledge of food with cross-curricular links to Science in the Global Food module as well as designing and amending their 3D designs in Marbulous Structures.

Impact

- Self-evaluation of skills development.
- Teacher review of learning at the end of the block of learning.
- Teacher observation of DT activities.
- Work produced during DT lessons.
- Half termly displays exhibitions.
- Weekly assemblies.
- Class memorable moments portfolio.
- Year 6 learning logs.