



Intent- we aim to...



Research



Plan



Make



Evaluate

Provide children with a Design and Technology education that is relevant in our rapidly changing world.

Encourage children to become creative and imaginative problem solvers and courageous learners who take risks.

Allow children to evaluate, design and make functional products to solve real and relevant problems.

Provide children with a greater awareness and understanding of how everyday products are made.

Model our school ethos of hope through the future as it gives pupils the tools to be potential innovators.



Implementation- How do we achieve our aims?

Our curriculum

Design Technology is planned through the Cornerstones Curriculum. The design and technology projects are well sequenced to provide a coherent subject scheme that develops children’s designing, planning, making and evaluating skills. Each project is based around a design and technology subject focus of structures, mechanisms, cooking and nutrition or textiles. Where possible, meaningful links to other areas of the curriculum have been made and history, science and geography links.

Golden Threads

Our golden threads are Research ,Design, Make and Evaluate. These are substantive concepts that are revised and developed throughout each Design and Technology unit and across the key stages. It ensures that the learning is linked together in a more meaningful way. In Research children look at the work of designers, evaluate products and take inspiration. In Plan children decide on a clear success criteria and use it to design an item or plan a recipe. In Make children use skills and techniques they have been taught to create a mechanism, structure, electrical system, textile or meal. In Evaluate they use their success criteria to evaluate the effectiveness of their item and suggest any modifications.



Mechanisms

R, 1, 2, 3, 5



Food

R- 6



Structure

R, 1, 3 & 5



Textiles

2, 4 & 6



Electrical Systems

4 & 6

Progression of skills

All of the five main content areas are taught throughout the year groups so that children have a wide coverage of each during their time at school. Key skills from previous years units are revisited at the beginning of the next unit.

Early Years-

In Early Years DT is linked to stories, real life events and children's individual interests. Children model make with construction kits and blocks, practice joining skills and make machines with axles and cogs.

They also take part in baking and food preparation, making a simple fruit salad.

Assessment -

Children get the opportunity to test out their designs in real life and compare them to their peers, making adjustments and tweaks based on feedback or peer and self-assessment. The 'Evaluate' part of each project allows children to self- assess their design more formally against their design criteria. Teachers use the golden threads to assess children at the end of a project and make an overall judgement.

Using equipment safely-

Equipment is risk-assessed and these are shared with staff and updated where needed. Teaching children to use equipment safely is a fundamental part of the DT teaching sequence.

Allocated time -

Children complete a DT project each term over the course of a half term. For longer "Make" sections DT might be blocked over a few days so children have time to engross themselves in a project.

Vocabulary-

Key vocabulary is identified for each unit and children RAG rate it before and after. Key vocabulary is assessed during the course of a project and at the end if needed.



Impact- how will we know we have achieved our aims?

Children know a range of designers and products and understand how they contribute to the wider world.

Children develop practical techniques to create functional items with real world uses.

Children can consider real world issues such as sustainability and cost when designing and evaluating.

Children can evaluate their work as they go along and make alterations and innovations.

Children enjoy DT and understand they are the designers and innovators of the future.