

At Hollywell Primary School, our Design and Technology curriculum intends to be inspiring, practical, meaningful and memorable. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts.



Intent – we aim to...

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

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.

Implementation – How do we achieve our aims?

A whole School Approach

Hollywell's Design and Technology curriculum is based on planning and resources from Curriculum Maestro. The curriculum ensures coverage of skills and knowledge built on what has been taught in previous years within school. All DT will fit into at least one of the below areas of the Progression Framework : Everyday Products, Staying Safe, Mechanisms and Movement, Electricity, Generation of ideas, Structures, Use of ICT, Investigation, Evaluation, Cutting and Joining textiles, Decorating and Embellishing Textiles, Food Prep and Cooking, Nutrition, Origins of Food, Compare and Contrast and Significant People.

The wider Curriculum

Design and Technology can often be taught with interconnected topics within our learning pathways. For example, in Spring 1 Year 5 study Seasonality which links in with the topic 'Waste Not Want Not' and also cross curricular links are made where possible such as in Science looking at food webs.

Statutory Requirements

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils 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.

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DT in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for DT are taken from the following areas of learning: Physical Development and Expressive Arts and Design. To meet their ELG, children will Use a range of small tools, including scissors, paintbrushes and cutlery. They will Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will also Share their creations, explaining the process they have used.

Assesment

Assessment in DT should include:

- Take place throughout the learning process, through questioning, discussion and observations..
- Involve tracking the mastery of techniques through pupil's sketchbook work.
- Allow opportunities for individuals or groups to reflect on their own work to identify strengths and areas that need improvement. Self and Peer review can be done orally then move to written annotations in KS2.
- Be about technical proficiency of skills, understanding and applying knowledge, Creativity and Personal development.

DT in KS1

In Key Stage 1, children are taught the basic principles of balanced eating and where food comes from, and are encouraged to develop an interest in cooking. Children learn to perform simple, useful, practical tasks (making products for a purpose using a basic range of tools and materials, and techniques such as cutting, forming and joining). Children are encouraged to explore different materials, and become familiar with their properties and uses communicate ideas simply, such as through drawing, jottings, modelling in 2-D and 3-D and, where appropriate, using information and communication technology to record the development of their designs. They develop their appreciation for good design by evaluating a range of design and designers.

DT in KS2

In Key Stage 2, children increase their experience in different areas of design and technology, including through learning about local crafts or industries. They are taught about key historical developments in design and technology. Pupils continue to learn about the major components of a balanced diet and how ingredients can be combined to prepare healthy meals and engage in basic cooking techniques including cooking a variety of savoury dishes. Children will use safely and increasingly effectively a wider range of tools, equipment and materials with increasing skill to make products that are fit for purpose. They will develop and use straightforward practical, maintenance and repair skills. Pupils begin to extend their skills to communicate their ideas visually in 2-D and 3-D, including through using information and communication technology. Children use constructive comments from others to improve their work. They understand key events and turning points in design and technology, such as the Industrial Revolution, and how they have shaped the world we live in.

Impact – How will we know we achieved our aims?

Children will have the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Children will 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.

Children confidently design and make products that are meaningful to solve problems through collaboration, communication and teamwork.

Children will critique, evaluate and test their ideas and products and the work of others.

Children will understand and apply the principles of nutrition and learn how to cook.