CURRICULUM
DESIGN TECHNOLOGY

CHANTRY COMMUNITY PRIMARY SCHOOL

Intent:

Design and Technology encourages children to explore their ideas, develop innovative solutions to problems and understand the principles of nutrition. At Chantry Community Primary School, we value Design and Technology as an important part of the children's entitlement to a broad and balanced curriculum. Design and Technology provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Implementation:

The implementation of Design and Technology at Chantry Community Primary School is based on the National Curriculum and linked to each Year group's termly topics and key questions to ensure a well-structured approach to this subject. Teachers follow a strict hand motif that outlines how Design and Technology needs to be taught across the school to ensure thorough coverage and progression.

In the Early Years Foundation Stage through a combination of child initiated and adult directed activities, children are able to use one handed tools and equipment. They develop their small motor skills so they can use a range of tools competently, safely and confidently. The children are able to choose the right resources to carry out their plans. They explore how things work. The children can return to and build on their previous learning, refining ideas and developing their ability to represent them.

Years 1-6 begin their Design and Technology termly learning by exploring, what does the object look like in real life. The children are provided with real life examples and photos to discuss what their object is used for and what features does it have. The teaching and learning then focuses on investigation. How does the object work and what are its key features. The children explore the creation of the mechanism or stability using a practical task. Then the learning moves on to the design of the final product, which is clearly labelled with information. The making stage is the next step with the final product being as close to the design as possible. Finally the children evaluate their product, reflecting on the creation process. Did they have to change something mid-process and why. What was successful or what methods would be more appropriate.

Impact:

Impact can be measured through key questioning skills built into lessons, child-led assessment such as, success criteria and next steps in learning. Ongoing assessments take place throughout the year and the products created are assessed. Teachers use this information to inform future lessons ensuring children are supported and challenged appropriately. This ensures that all Design and Technology skills are being taught through the year. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.

Useful Websites:

These websites have a range of ideas, activities and resources to use in the classroom and at home.

https://www.teachingideas.co.uk/subjects/dt

https://www.stem.org.uk/resources/collection/2892/designing-key-stage-one

https://www.stem.org.uk/resources/collection/2897/designing-key-stage-two

https://www.stem.org.uk/resources/collection/2900/working-textiles-and-food-key-stages-one-and-two

https://www.jamieoliver.com/features/buddys-kitchen-hacks