Waltham St Lawrence Primary School

Curriculum Statement for Design Technology (DT)

Intent

At Waltham Lawrence Primary School, our Design and Technology Curriculum provides opportunities for the children to become designers and producers of purposeful products that will be used in real-life contexts. We encourage the children to think and intervene creatively to solve problems both as individuals and as a team. The children are also given opportunities to design prototypes and products for a diverse range of uses. They evaluate their ideas and those of others, based on their effectiveness and they are encouraged to become innovators and risk takers.

In Design and Technology, pupils will develop a deep understanding of key concepts that are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embedded in the long-term memory.

Implementation

The Design and Technology curriculum is structured into five key concepts:

- Mechanics
- Textiles
- Structures
- Electric and digital
- Cooking and Nutrition

In the **Early Years** the children will learn to design, explore and choose a range of materials to create and make things. They will investigate how things work. They will learn to draw, build and make things which fulfil a function.

In **Key Stage 1** the children will acquire the knowledge and skills needed to design and make products for a range of meaningful purposes. They will design and test products that are effective and appealing. They will learn to select suitable tools and materials and evaluate their products against their design criteria. The pupils will develop the technical knowledge needed to build structures which are stronger and more stable and explore the use of a range of mechanisms such as levers and sliders.

The children will develop an understanding of where food comes from and how to use the basic principles of a healthy diet to make their own simple dishes.

In **Key Stage 2** the children will further their knowledge and skills to enable them to design and make purposeful and effective products in different contexts. They will learn how to produce more detailed, designs and to test and refine their ideas through annotated sketches and diagrams and by creating prototypes. Children will learn to use a wider range of tools, equipment and materials, according to their function and properties, to perform practical tasks accurately. They will learn to evaluate their ideas and products and consider the views of others to improve their work. They will apply their understanding of how to strengthen, stiffen and reinforce materials to ensure that their products work effectively. Children will prepare and cook dishes using a range of cooking techniques.

Impact

Pupils will develop their creativity and imagination during design and technology sessions, regardless of their ability or background. Pupils will be equipped with construction, sewing and cooking skills while learning to problem solve. They will develop their ability to evaluate and constructively critique their own and others' work.

Our teaching sequence allows children to revisit prior learning at the start of each unit and each lesson. This enables the knowledge and skills taught to be transferred from the thinking memory into the long-term memory and to be recalled.

Assessment

Assessments of the children's knowledge and understanding will be ongoing throughout the year. Assessments will be made using observations and discussions. A judgement of the finished products that children have produced will be made based on how well they meet the design criteria. A summative assessment of whether a child is working at age related expectations, plus their attitude to learning Design and Technology, will be reported to parents/carers in an annual report.

In EYFS, assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practice.