

Design Technology (DT) is used all around us in our day-to-day lives. The DT curriculum aims to inspire pupils to think about DT's integral role in society.

The curriculum is comprised of three different areas: cook, sew and build. The pupils will learn about skills and techniques from each unit in Years 1-6. Each year group will complete two of the three units per year and the unit will change as they progress through the year groups (as outlined below). The DT curriculum allows for progression of skills and knowledge within each unit as they move through the school.

Year 1	Cook Dips and Vegetables Jam Tarts/Mince Pies		Build Vehicles
Year 2		Sew Pencil Cases	Build Moving Calendars
Year 3		Build Pop-up Books	Cook Bread and Butter Pasta with Tomato Sauce
Year 4	Sew Cushions	Build Moving Toys	
Year 5	Build Cars Toys	Cook Honey Cake Eggs	
Year 6	Build Water Wall		Sew Up-cycling fashion

Design

Two different 'aspects' of design are interwoven into the three areas of study: the environment and sustainability, and enterprise and innovation. These 'aspects' acknowledge enduring and contemporary concerns of modern design.

Cook

In 'cook' students learn to cook from recipes which gradually build basic culinary skills. . Whilst studying these practical skills they learn about concepts relating to food such as nutrition, seasonality, food production, transportation and food from different cultures.

Sew

In 'sew' students practise using fabric and thread to learn basic sewing techniques to create objects which demonstrate embroidery, appliqué, weaving and plaiting. Concepts such as the properties and creation of different fabrics, fast fashion, industrialisation, waste, recycling and pollution are interwoven into these activities.

Build

In 'build' students learn about the creation of structures and mechanical and electrical devices to create products such as cars, moving cards, toys and books. This culminates with year six learning to consider the user in real life, designing a water wall for children in reception. Once again, the practical process of designing and creating a product is interleaved with learning about concepts

which have a bearing on what the students make. These concepts, for example force, motion and the properties of materials are often connected with those encountered in the science curriculum.

Lesson sequence

The sequence of lessons in the 'sew' and 'build' areas of study follow a structure to enable the students to become familiar with, understand and practise the process of design: research and investigate, design, make, use and evaluate. The planning for each unit of work specifies the product the children will make, the purpose and user of the product. This specification acknowledges the importance of purpose and user within in the design process. Throughout the course of the lessons the students explore existing products and their uses, generate ideas and designs by creating drawings and prototypes against criteria which they devise having considered purpose, function and appeal. Evaluation against these criteria concludes the process.