'We Are Designers and Inventors' at Grove Road

Identify the Challenge!

What is the problem and what can we do to fix it?

Link to real-world, suspended belief hooks, for example: a dragon has attacked and we need suits of fireproof armour; we need food for an upcoming street market; our Anderson Shelter is damaged!

Design a solution

Plan and develop a new product, using inspiration from other designers.

Refer to existing products, inventors and designs: what can we learn from these? What new elements can we add?

Draft and craft ideas with opportunities to give constructive feedback and criticism.

Construct and critique

Create a product. Does it work? Can it be improved? Package and advertise a product.

Refer to planning and designs to construct a small prototype, progress on to constructing a finished product following advice and critique, adapting plans when facing a challenge.

What was successful? What could be better?

Present and share

What is your product? Has it met the needs of the task?

Present designs and finished products, reflect on the learning journey and what feedback was most useful throughout, share with a group and make links back to the original problem: how does this product solve the problem?

Stem Sentences *(to use throughout)*

My product is…

The materials and tools I will use are…

The techniques I need are…

My product can…

Key vocab
Design, construct, invent, create, product, package, problem, solution, feedback, critique, supply.

The learning environment

Topic Display: Key vocabulary, stem sentences, methods relating to topic, progression of learning, celebration of mistakes, stimulating questions, real-life problems and examples, work from previous lessons.

The 'feel': Enthusiasm for DT is clear! Mistakes are marvellous and allow thinking and to happen and change to take place!

Metacognition - in every session
Language: Using the 'feel' colours and language in every session.
Tagging: Recording confidence before and after a unit in topic folders / on Seesaw.
Sharing: Sharing how we feel before, during and after sessions – including what made a difference.

Informing the teacher: Using metacognition 'live in the lesson' to affect next steps in lesson, groupings and activities for children.