



DESIGN TECHNOLOGY AT High Clarence



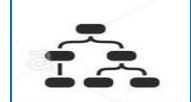
Our design technology curriculum aims to inspire children to combine their creativity with judgement. To value the design, make and evaluate process when creating functional products with users and practical purposes in mind.



Big Ideas



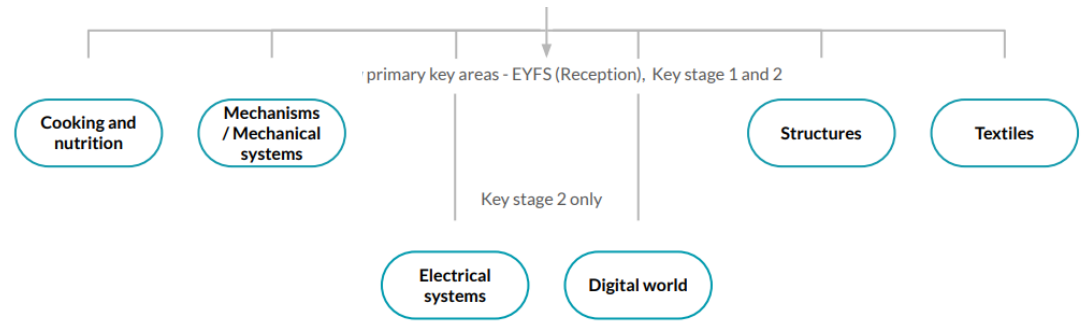
- **Investigate and Evaluate** existing products are explored to inspire ideas and find out about D&T in the wider world.
- **Focussed Tasks** to learn specific skills and technical knowledge to both design and make.
- **Design, Make and Evaluate** where children create functional products



Organisation and Sequencing



Our scheme of work fulfils the statutory requirements outlined in the national curriculum (2014). The national curriculum Programme of study for Design and technology aims to ensure that all pupils:



Links with other subjects

- DT links to other subjects have been deliberately planned
- RE Easter content drive DT
- DT- transport is studied in history before moving vehicles are designed and made in DT.
- DT links to healthy eating and electricity in Science
- DT Links to Maths 3D structures in Year 3
- DT links to History WWII in UKS2



Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge

Assessment/Intervention



- Pupil and staff voice tells us what is working well.
- Gaps are identified through end of unit assessments, enquiries, assessment for learning in lessons and outcomes of retrieval practice.
- Rapid responsive intervention takes place in the form of pre-learning, personalised provision.
- Intervention can simply be adapted questions, scaffolds, additional/less instructions



Accessibility



Everyone has access to the DT curriculum at the same pace.

Support is provided for those learners who require it- scaffolds are used to develop a secure understanding.

Considerations is given for learners who grasp concepts more rapidly- questions are used to deepen learning

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils return to the key strands again and again during their time in primary school.
- ✓ Increasing depth: Each time the key strand is revisited it is covered with greater complexity.
- ✓ Prior knowledge: Upon returning to each key strand, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Design

Make

Evaluate

Technical knowledge

Some key areas appear less frequently than others, for example Textiles, and this is deliberate. The National curriculum statements below show that working with textiles is only a small element of the Make strand and many of the making techniques covered in our Textiles units are also covered with a range of materials in other units, such as the use of templates, modelling, measuring and marking out, cutting, shaping and joining.

Make (KS1)

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] **select from and use a wide range of materials** and components, including construction materials, textiles and ingredients, according to their characteristics

Make (KS2)

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **select from and use a wider range of materials** and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities