



# 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.



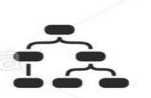
## Big Ideas



- **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



- 3 projects every year (1 project each term)
- Content of the National curriculum and to ensure our children have an accurate understanding of design and technology of the world in which they live.

### D&T studies in KS1

- KS1 **Mechanisms** – wheels and axles, **Structures** – freestanding structures, **Food** – preparing fruits and vegetables
- KS1 **Mechanisms** – sliders and levers, **Textiles**- templates and joining, **Food** – preparing fruits and vegetables

### D&T studies in KS2

- LKS2 **Textiles** – templates and joining, **Structures** – shell structures, **Food** – healthy ad varied diet.
- **LKS2 Mechanisms** – Levers and sliders, **Electrical Systems** – simple circuits and switches, **Textiles** – 2D shape to 3D product.
- UKS2 **Food** – celebrating cultures and seasonality, **Textiles** – combining shapes, **Structures** – frame structures.
- UKS2 **Food** – celebrating cultures and seasonality, **Electrical Systems** complex switches and circuits, **Mechanical Systems** – pulleys and gears.



## Links with other subjects



- DT links to other subjects have been deliberately planned
- RE Easter content drive DT in Spring 2
- 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