

**SINAI JEWISH PRIMARY SCHOOL**  
**“Big School, Big Heart, Big Opportunities”**

## DT CURRICULUM

### INTENT

We aim to empower students with the skills and knowledge to engage creatively and critically with the world around them. We aim to provide a comprehensive curriculum that encourages students to design, create and evaluate products, reflecting on their learning journey and applying insights to improve their work. By incorporating DT projects that link with subjects like history, geography and science, we strive to offer students a holistic learning experience that emphasizes the relevance and applicability of their education. Our curriculum is designed to foster a culture of innovation, where students are motivated to solve problems and create meaningful products that reflect their understanding of various academic concepts. Ultimately, we seek to equip students with a versatile skill set that they can apply in diverse contexts throughout their lives.

### IMPLEMENTATION

Our DT curriculum is structured around three core components: Designing, Making and Evaluating, spread across three 6-week projects each year. Each project is carefully linked to topics in history, geography or science, allowing students to apply their knowledge from these subjects in creating something tangible and relevant. The curriculum begins with a research phase, where students explore the purpose and origin of the product they will be creating, often starting with a study of a historical or significant figure to ground their work in real-world context. This is followed by lessons dedicated to designing the product, making it and finally evaluating the outcome. Each DT lesson includes a Learning Objective, purpose, teacher input and a main activity, all documented in a workbook. A significant aspect of our curriculum is the inclusion of a cooking unit, where students prepare and evaluate a dish often related to their studies in history or geography, further enhancing their practical skills and understanding of cultural contexts. Photos of the final products are taken and included in their DT workbooks as evidence of their learning journey.

### IMPACT

Our curriculum develops confident, innovative students who can think critically and apply their knowledge in practical ways. By engaging in the processes of designing, making and evaluating, students not only enhance their technical and creative skills but also develop a deeper understanding of the interconnectedness of different subjects. They learn to appreciate the value of cross-curricular learning, seeing first-hand how concepts from mathematics, science and art can be integrated into meaningful products. Our students emerge from the DT curriculum with a heightened ability to problem-solve, a keen sense of innovation and a readiness to tackle challenges in a rapidly changing world. The curriculum fosters a culture of hands-on learning and reflection, preparing students to make a meaningful impact both inside and outside the classroom. Through their experiences in DT, students are equipped with the skills and mindset necessary to navigate their futures with confidence and creativity.

### BIG OPPORTUNITIES

Our DT curriculum is crafted to expose students to a wide range of designers, engineers and innovators from diverse backgrounds and time periods. This broad exposure ensures that students not only learn about the fundamentals of design and technology but also appreciate the diversity of thought and innovation that has shaped our world. Our curriculum is enriched with interdisciplinary projects that integrate DT with subjects such as science, maths and art, providing students with a holistic understanding of how different fields intersect and influence each other. A key feature of our curriculum is the emphasis on problem-solving and sustainability, encouraging students to design solutions that address real-world challenges, such as environmental sustainability or accessibility. This approach not only fosters critical thinking and creativity but also instils a sense of responsibility and ethics in design.

### KEY CONCEPTS, KNOWLEDGE & SKILLS

**Key Concepts: Investigate, Inspire, Refine, Celebrate, Reflect**

Our approach begins with Investigation, where students explore materials, techniques and existing solutions to understand the context of their projects. Inspiration plays a vital role as students are encouraged to draw from a broad spectrum of ideas and influences, fostering creativity and innovation in their designs. The Refinement process is critical, focusing on the iterative development of their projects, enhancing functionality and aesthetic qualities through problem-solving and technical skills. We celebrate student achievements, recognizing the effort, creativity and learning growth, which motivates and instils pride in their work. Reflection allows students to evaluate their design process and outcomes critically, understanding the impact and potential improvements for future projects.

### ASSESSMENT

The assessment process in our DT curriculum is designed for thorough evaluation of students' progress towards unit objectives. At the end of each unit, teachers assess students to gauge if they meet the established goals. Throughout the unit, targeted questioning in lessons assesses students' grasp of concepts, aiding in the real-time adjustment of teaching methods to achieve learning goals. The Subject Leader plays a crucial role by reviewing workbooks, ensuring teaching quality and learning effectiveness in DT across classes. Additionally, students' DT projects are captured in photographs, creating a visual portfolio that showcases their practical skills and creativity. This allows for comprehensive evaluation and encourages students to critically assess their work, focusing on design quality, technical proficiency, and problem-solving abilities. This structured approach ensures a balanced assessment of both knowledge and practical skills, fostering a reflective and rigorous learning environment.