

DT Curriculum



Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. (DfE: NC in England- Design and technology Programmes of Study: Key Stages 1 and 2)

At Beever Primary school we believe the study of design and technology is an excellent way for children to develop valuable life skills which will help to prepare them for the future. The children are taught specific skills through different topics throughout the year. Skills are re-visited and built upon as they progress through the school to ensure children's knowledge is secure. We follow the design, make and evaluate approach to the teaching of design technology. The technical skills which we teach encompass the following areas: Construction, Mechanisms, Textiles, Use of materials, electrical and mechanical components, Stiff and flexible materials, Mouldable materials and Food and nutrition.

During DT sessions, children are encouraged to be inquisitive about the way products work. We promote both asking and answering questions in order to deepen children's understanding of product and product design. Children draw detailed designs and make prototypes in order to refine their designs before creating their final piece. Whilst making their products, staff guide them through the technical skills they will require, modelling good practice and highlighting safety considerations with the children. Through the evaluation stage of the plan, make, evaluate approach, children are encouraged to reflect upon their final products, considering how they could have altered their design or techniques to impact the overall appearance and usability of their product. The children are supported to challenge themselves to work at a greater depth by increasing their technical vocabulary and developing their knowledge of mechanisms, structure and forces so that they can explain how their products work.

The National Curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- critique, evaluate and test their ideas and products and the work of others.
- understand and apply the principles of nutrition and learn how to cook.

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- 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.

Evaluate

- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- 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.

Evaluate

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
- apply their understanding of computing to program, monitor and control their products.