

Days Lane's DT Curriculum

Subject Intent

- At Days Lane, we aim for our children to explore the world through DT, creating practical outcomes for specific purposes and users.
- Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose and audience.
- The DT curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work.
- Topics are informed by the national curriculum but also consider children's interests.
- The DT curriculum is carefully planned and structured to ensure that current learning is linked to previous learning.
- Children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product.
- We want our pupils to leave Days Lane with the skills and knowledge of how to turn their creative ideas into a realistic products/ outcomes.
- Our pupils should feel inspired and driven to use their DT knowledge to enhance their own lives, and be open to the possibilities of helping others.

Subject Implementation

- The Early Years Foundation Stage (EYFS) equips pupils with the relevant knowledge and skills to enable them to access the DT curriculum in KS1.
- Our DT curriculum follows an enquiry based approach, providing children with key questions to encourage children to be innovative and creative in seeking answers, using their knowledge and skill to assist them with this.
- The DT curriculum focuses on 5 broad areas: Food technology, Design, Engineering, Invention and Technology. These will often be explored through cross curricular activities, or through design projects.
- DT at Days Lane follows the National Curriculum [design, make and evaluate cycle](#). Through this they acquire a broad range of technical knowledge and vocabulary whilst also drawing on disciplines such as Mathematics, Science, Engineering, Computing and Art.
- **Design** - Children design products with a purpose and an intended user of the products in mind. They use research and develop design criteria to inform the design of innovative, functional, appealing and fit-for-purpose products. Planning should be through appropriate formats i.e. annotated sketches, patterns/templates, communicating ideas verbally and prototypes/'mock-ups'. In some cases, designs will be computer aided.
- **Make** - Whilst making, children will be given a wide range of tools, materials and components including textiles, construction equipment and ingredients. They build and apply a repertoire of knowledge, understanding and skills (i.e. cutting, shaping, joining and finishing) in order to make high-quality prototypes and products for a range of users.
- **Evaluate** - Children at Days Lane learn to critique, evaluate and test their ideas and products as well as the work of others. They investigate and analyse a range of existing products to understand how individuals and key events have shaped design and technology globally. In addition, they learn to evaluate their work against their own design criteria and consider the views of others in order to improve their work.
- The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school.
- Computer Aided Design forms part of the DT curriculum e.g. Year 5 design Viking Longships using TinkerCAD
- Children evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary.
- For each new DT topic, children research and explore existing products and famous figures as part of their introduction into the topic. This immerses the children in the real world designs and technologies being used and sold.
- Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate.
- Themed weeks, visits and trips further enrich children's learning journeys and provide awe and wonder.
- Key knowledge is reviewed by the children and checked and consolidated by the teacher.
- Post topic quizzes are used as summative assessments of children's knowledge retention. A gap analysis of children's outcomes is undertaken to identify any gaps in learning, which are addressed at the beginning of future lessons via a 'Review and Recall' slide.
- Home learning tasks reflect the skills and product research occurring in school and give children an opportunity to apply their learning outside of the classroom with cooking challenges and research tasks.

Subject Impact

Through the high quality teaching of DT taking place, we will see the impact of the DT curriculum in different ways:

- Children will be highly engaged in DT lessons and display excellent attitudes towards learning and independent work (designing, making and evaluating).
- Children demonstrate the ability to carry out thorough research, show initiative and ask questions to develop a detailed knowledge of users' needs.
- Children act as responsible designers and makers, working ethically, using a range of materials carefully and working safely.
- Children acquire a thorough knowledge of which tools, equipment and materials to use to make their outcomes/products.
- Children manage risks, are resourceful, innovative and enterprising to manufacture outcomes/products safely and hygienically.
- Outcomes in books will evidence a broad and balanced DT curriculum and demonstrate the children's acquisition of identified key knowledge and skills.
- Through pupil voice, children will be able to talk about the skills and knowledge they have acquired and effectively evaluate their and others' outcomes/products.
- The school environment will be DT rich through displays, resources, vocabulary etc.
- Assessments and monitoring will show standards in DT will be high and will match standards in other subject areas.