

JLPS Curriculum Overview for Design Technology

Rationale

Design and Technology is about providing opportunities for students to combine designing and making with knowledge and understanding of the process and their audience in order to create quality products.

At Joy Lane Primary School, DT offers opportunities for children to develop their skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. The exciting projects and opportunities on offer enable and encourage children's independence and creativity while reflecting on important issues. We feel it is vital to nurture creativity and innovation through design and explore the designed and made world in which we all live and work, enabling and encouraging children to constantly reflect through a 'plan, do, review' cycle. DT also allows our young explorers to acquire and apply Maths and English skills in a fun, practical way, putting these subjects into context and making them easier to digest and understand. The subject also links closely with Art and Science and enables children to utilise creative thinking and problem solving skills, while developing a strong understanding of health and safety.

We recognise and value the characteristics that children display when they are learning effectively, and DT provides a variety of opportunities for children to seek and be motivated by a challenge, pay attention to detail, persist when challenges occur, make links and bounce back after difficulties. The value of these skills is of utmost importance in real life beyond the classroom, creating lifelong learners.

DT activities are taught in a variety of ways across the school, sometimes in blocks of taught time e.g. Enterprise Week or as individual lessons as part of a selected topic. DT activities are planned to ensure continuity and progression by building on the specific knowledge, skills and understanding contained in the subject profile. Engaging units of work are planned using a combination of real-life situations and cross-curricular links. Children engage with the appropriate stages of design depending on their year group and follow on to test, evaluate and edit their end products.

National Curriculum

Purpose of study

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.

Aims

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.

Subject content

Key stage I

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.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage I

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

understand seasonancy, and know where and now a variety of ingredients are grown, reared, eading and processed.						
Early Years						
Area of Learning: Expressive arts and design						
Birth to three:	Birth to three: 3 and 4 year olds: Children in Reception:					
Explore different materials, using all their	Explore different materials freely, to develop	Explore, use and refine a variety of artistic				
senses to investigate them.	their ideas about how to use them and what to	effects to express their ideas and feelings.				
Manipulate and play with different materials.	make.	Return to and build on their previous learning,				
Use their imagination as they consider what	Develop their own ideas and then decide which	refining ideas and developing their ability to				
they can do with different materials.	materials to use to express them.	represent them.				
Make simple models which express their ideas.	Join different materials and explore different	Create collaboratively, sharing ideas, resources				
	textures.	and skills.				

Early Learning Goals:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used

Make use of props and materials when role-playing characters in narratives and stories

	Designing	Making	Evaluating	Technical skills	Food technology
Nursery	Develop own ideas & decide which materials to use to express them	Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Use available resources to create props or creates imaginary ones to	Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously	Develop new skills & techniques Use tools for a purpose	Talk about the differences between materials & changes they notice Make healthy choices
Reception	Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding Create collaboratively sharing ideas, resources & skills	support play Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking Create representations both imaginary & real-life ideas, events, people & objects	Express & communicates working theories, feelings & understandings Responds imaginatively to art works & objects Return to & build on previous learning, refining ideas & developing their ability to represent them Discuss problems & how they might be	Use different techniques for joining materials Use tools independently, with care & precision	Look closely at similarities, differences, patterns & change Know & talk about the different factors that support their overall health & wellbeing

Design	Make	Evaluate	Technology	Cook
<u> </u>			Technology	
Picture	Experiment	Materials	Tape	Food
Drawing	Change	Use	Record	Meal
Use	Tools	Idea	Video	Snack
	Materials	Improve	Photograph	Healthy
	Use		Computer	Diet
		Year I		
Design and Planning	Tools and Materials	Construction	Evaluation	Food
I use my own ideas to	I select from a range of	I make a product that	I describe how well my	I cut food safely.
make something.	materials and tools.	works.	product works.	
				I use basic food handling
I explain to someone else	I use basic tools safely.	I make my model stronger.		and hygiene practices.
how I want to make my	, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , ,		76 - 7
product.		With help, I measure, mark		
p. ocucu		out and cut materials.		
		Key Vocabulary		
Plan	Tools	Product	Discuss	Plan
label	Materials	Strong	Describe	Design
Discuss	Safety	Measure	Evaluate	Hygiene
Product	Measure	Mark	Product	Cut
Construct	Cut	Cut	Move	Evaluate
Materials		Join	Slide	
Tools		attach	Turn	
Evaluate		Stick		
	uired by the end of Year I:	1 0000	1	

Key knowledge to be acquired by the end of Year 1:

- I know how to measure, mark and cut.
- I know basic hygiene rules when handling food.
- I know different techniques to make my model stronger.
- I know basic safety rules when using tools.

Year 2				
Design and Planning	Tools and Materials	Construction	Evaluation	Food
I make a simple plan with labels before making.	I choose tools and materials and explain why I have chosen them.	I join materials and components in different ways.	I explain what went well with my work and what I could improve.	I describe the ingredients I am using.
I identify a purpose for				I follow safe procedures
what I intend to design and make.	I use a range of tools safely.	I cut materials to use in a model or structure with	I evaluate against the simple success criteria.	for food safety and hygiene.
		some accuracy.		I can use techniques such
I identify simple success	I explain why I have chosen			as cutting and grating.
criteria.	specific textiles/materials.			
		Key Vocabulary		
Plan	Materials	Join	Evaluate	Ingredients
Design	Tools	Attach	Discuss	Instructions
Label	Explain and discuss	Score	Improve	Plan
Purpose	Safety	Cut	Success criteria	Food hygiene
Use	Textiles	Measure		Cutting
Audience	Explain	Accurate		Grating
Success criteria		Model		Chopping
		Structure		Slicing
		Stable		Food groups
				evaluate

Key knowledge to be acquired by the end of Year 2:

- I know different food techniques: cutting, grating. I know different joining techniques.

- I know what a 'success criteria' is.
 I know the different qualities of the materials I am using.

Year 3					
Design and Planning	Tools and Materials	Construction	Evaluation	Food	
I make drawings with	I choose a material for its	I measure, make holes and	I can say what I would do	I can use varied techniques	
labels.	suitability.	make cuts.	differently next time and why.	such as cutting, chopping, peeling and grating.	
I prove that my design	I work safely and	I can assemble my	,		
meets some set criteria.	accurately.	materials effectively.	I evaluate against the success criteria.	I know that we need a balanced diet to be healthy.	
I follow a step-by-step plan.	I select the most appropriate tools for a given task.			, i	
		Key Vocabulary			
Draw	Suitability	Cuts	Celebrate	Ingredients	
Design	Audience	Score	Evaluate	Techniques	
Plan	Safety	Holes	Improve	Slicing	
Labels	Accuracy	Assemble	Success criteria	Chopping	
Step-by-step instructions	Tools	Construct		Grating	
Success criteria	Materials	Join		Peeling	
		Connect		Balanced	

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I justify my plans in a convincing way.			I record evaluations with drawings and labels.	
		Key Vocabula	ry	
Market Research Function	Tools Materials	Refine Construct	Evaluate Test	Hygiene Varied diet
Suitability	Components	Quality	Product	Food groups
Plan	Plan	Join	Improve	Cooking
Diagram	Process	Techniques	Record	Techniques
Sketch	Adapt	Tools		Safety
Success criteria	select	Materials		
Materials	Justify	Score		
Techniques		Cut		
Tools		Stable		
Process		Strong		
Justify				

Key knowledge to be acquired by the end of Year 6:

- I know what market research is and how to use it to create a product.
- I know how to present my product in an interesting way.

 I know how to evaluate my own and others' products, considering strengths, weaknesses and next steps.

