

Sutton Park Primary School

Design Technology

<p style="text-align: center;"><u>Sutton Park Curriculum Drivers</u></p> <p>Aspiration (so that our children always strive for success and aim high in all they do); Communication (so that our children can develop the language and skills necessary to communicate effectively); Understanding (so that our children understand where they came from, where they are going and to appreciate the diversity of different communities and individuals) and Restorative Behaviours (so that our children take responsibility for their actions and can build successful relationships).</p>	<p style="text-align: center;">Curriculum Progression</p> <p>Our Design and technology curriculum is designed by identifying the key skills, knowledge and understanding required by the National Curriculum, which is then covered across the school from EYFS to UKS2 and carefully planned with prior learning and the next year's next steps in mind.</p> <p>Sutton Park Primary School pupils will develop their skills and understanding across 4 categories of D&T: Cooking and nutrition, mechanisms, textiles and structures. Within these topics, we follow a clear design process.</p> <p>Research > Design > Make > Evaluate/ Modify</p> <p>All children will have the opportunities to concisely design, effectively create and thoughtfully evaluate products to a clear set of criteria. In addition, they will build their technical knowledge to enhance to their understanding of the topic. All pupils are given the opportunity to engage in a wide range of D&T activities, whether they are independent tasks to promote critical thinking and ownership of their learning or collaborative tasks celebrating teamwork, communication and challenge.</p> <p>At Sutton Park Primary School, we actively encourage our pupils to embrace the subject and develop a lifelong set of skills.</p>	<p style="text-align: center;"><u>Intent</u></p> <p>Here at Sutton Park Primary School, we want to provide our children with opportunities to be designers and technologists! Pupils will design, make and evaluate products using a range of materials, inspiring them to become the next generation of architects, graphic designers, chefs or carpenters.</p> <p>The design and technology curriculum will encourage children to learn, think and intervene creatively to solve problems both as an individual and as part of a team. Design and technology will allow all Sutton Park Primary School pupils to apply their learning from other areas of the curriculum and to deepen their understanding of those areas, including mathematics, science, computing and art.</p> <p>We want to suitably equip our pupils with not just the minimum statutory requirements of the Design and Technology National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.</p>
<p style="text-align: center;"><u>EYFS at Sutton Park</u></p> <p>Design and Technology is encompassed in the Expressive Arts and Design area of learning, but as all areas of learning are interlinked it draws on many other elements, such as Physical Development when children are joining materials and using tools such as scissors and glue. At Sutton Park Primary in EYFS children will learn through first-hand experiences. They will be encouraged to explore, observe, solve problems, think critically, make decisions and to talk about why they have made their decisions. Planning ensures that children are encouraged to think imaginatively and use what they have learnt about media and materials in original ways, thinking about their uses and purposes. They safely use and explore a variety of materials, tools and techniques to experiment with design, texture, form and function.</p>	<p style="text-align: center;"><u>Lesson Structure</u></p> <p>Each session follows a clear structure supported by Rosenshine's Principles of Instruction (Review, Check for Understanding, Provide Models, Provide Scaffolds, Guide practice).</p> <div style="text-align: center;"> <pre> graph LR A[Revisit/ Review] --> B[Teaching/ introduce new learning] B --> C[Questioning/ check for understanding Vocabulary check] C --> D[Independent/ group/ paired activity] D --> E[Assess/ Review] </pre> </div>	<p style="text-align: center;"><u>Cultural Capital</u></p> <p>At Sutton Park, we embed different opportunities for the children within our DT long term plan to enhance the children's learning and experience with-in school and the wider community.</p> <p>Each topic highlights 'Real world link' for the skills they will be developing in the topic. This could be cross-curricular links (healthy diet in science or measure in maths) or links to future careers.</p>

Design Technology Whole School Overview

	Autumn	Spring	Summer
Year 1		<u>Totally Terrific Toys</u> (Structures)	<u>Sun, Sea, Sand and Sovereigns</u> (Cooking and Nutrition)
Year 2	<u>What Happened on Pudding Lane in 1666?</u> (The Great Fire of London) (Textiles)	<u>Up, Up and Away!</u> (Amy Johnson) (Textiles)	
Year 3	<u>Stone Age</u> (Cooking and Nutrition)		<u>Tomb Raiders</u> (Ancient Egypt) (Mechanisms)
Year 4	<u>An Italian Adventure</u> (Structures)	<u>The Romans</u> (Textiles)	
Year 5		<u>What a wonderful world</u> (Structures)	<u>The Triple Trawler Tragedy</u> (Textiles)
Year 6		<u>Early Islamic Civilisation</u> (Cooking and Nutrition)	<u>Changes Since WW2</u> (Mechanisms)

Assessment

Children are assessed in DT using specific year group objectives devised from the National Curriculum. Teachers build a picture of pupils' capabilities throughout the year using formative assessment.

At the end of the academic year, teachers meet the child's new teacher to discuss what gaps the children have in their progression through the DT curriculum. At the start of each DT unit, teachers review previous learning and aim to plug any gaps in their disciplinary knowledge that may hinder the pupils' progress in the unit they are covering.

Evidence of pupils meeting DT curriculum objectives may be present in pupil's topic books, demonstrated in their final product and may have been witnessed by the class teacher.

Retrieval based learning techniques are used throughout the unit to ensure pupils remember more.

Impact

Children are engaged within DT lessons and curious to discover, learn and remember more. Children are routinely stimulated to 'Think like a Designer'. They are encouraged to take risks, challenge themselves and become resourceful, innovative and imaginative. Children learn to be passionate and excited by researching, designing, making and evaluating a wide range of products.

Through the Design and Technology units, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functional and industrial practices. Confidence in DT is built on year by year and ultimately; pupils will know more, remember more and understand more about the subject, demonstrating this when applying a skill in all areas of the curriculum.

Pupils' work demonstrates that DT is taught at an age appropriate standard across each year group with opportunities planned in to engage all pupils and build upon existing knowledge and skills.

Key Design Technology Sequence of Learning

