



# Design Technology

## Intent

The intent for DT is based on our curriculum driver: Be Brave. This driver underpins our approach to learning by providing opportunities for all our children to challenge themselves, take risks and build resilience. We will offer a range of engaging and intellectually stimulating activities and experiences which allow children to develop their imagination and creativity across a range of key skills. Children will be encouraged to be resourceful with a range of medias and think critically when evaluating their own and existing designs. It is our intention, to deepen children’s knowledge, skills and understanding when revisiting and reflecting on prior knowledge, so that changes can be made to the children’s long-term memory. Our intent is that pupils:

- Apply their knowledge, understanding and skills when making high-quality prototypes for a range of audiences.
- Design and make products which solve relevant problems, considering the needs and wants of themselves and other users.
- Articulate and justify their own creative choices.
- Critique, evaluate and test their own and existing products.
- Understand and apply the principles of nutrition when preparing food.
- Develop skills and understanding which are transferable to aspects of life.

## Implementation

Across the academic year, children will deepen their knowledge and develop skills across 4 areas of DT.

- Autumn term: **Cooking and Nutrition** (Y1– Smoothies/Y2 – Healthy Wraps)  
**Structures** (Y1 – Shelter for the class bear/Y2 – Chair for the class bear)
- Spring term: **Textiles** (Y1 – Little Riding Hood puppets/Y2 – Dear Earth pouches)
- Summer term: **Mechanisms** (Y1 – Sliders in moving book pages/Y2 – Wheel and axels for a moving car)

We have sequenced the DT curriculum in this way to ensure that children are broadening and building on prior skills as they move through their year. With each new unit explored, the children are required to think deeper and acquire higher level skills. We have chosen to start the academic year with 'Cooking and Nutrition' to reinforce children's learning relating to healthy eating in science whilst also developing knowledge in an area of DT which children can relate to. Additionally, the selected projects that children explore allow them to immerse themselves further into their learning in other areas of the curriculum, ensuring that their DT work has a clearer and more relatable audience and purpose in mind.

Longitudinal learning is a fundamental part of the learning in DT and underpins every lesson. It is incorporated into each DT lesson and is supported by regular routines and activities. The longitudinal learning in DT is, 'to design, make and evaluate'.

At the start of each session, the children do a quiz which recaps on all the previous unit's learning in DT. The quality of teaching and learning in DT is monitored and moderated throughout the year. Lessons are designed to promote reflective and active learning using practical and meaningful experiences to enable opportunities for all children to succeed.

## **DT and SEND**

For pupils with SEND, adaptations may be made in DT which are based on the child's individual needs. We ensure that pupils with SEND are appropriately challenged in DT by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for pupils with SEND.
- Understanding that, for pupils with more complex SEND needs, it may be appropriate to have different curriculum expectations.