

*The DT curriculum allows pupils to develop:*

*skills and knowledge in design,*

*experiment with and build structures or mechanisms,*

*experiment with electrical control*

*use a range of materials, (including food)*

Where appropriate, the teaching of design technology is linked to deepening pupils 'understanding of their BIG question. Pupils begin by exploring and developing a range of skills and processes before applying their understanding to a final product during a unit of work. In addition to making a product or prototype, each year group has a cooking and nutrition unit of work. Pupils will develop their understanding of where food comes from and the skills of preparing healthy food safely. In addition to this, as part of the school's approach to outdoor learning, pupils participate in a 'fire and food' afternoon. Evaluating theirs and others' work is a key part of our DT curriculum and links to our approach of growth mindset.

We effectively **model** learning by:

*I do, we do, you do,*

*Think aloud, (what do I know already that will help me)*

*Show worked examples,*

*Having our own Design Technology books.*

**Exploration and experimentation** are done through the use of a single or double page in DT books.

Children are encouraged to visualise and experiment by drawing and labelling diagrams, testing and making models.

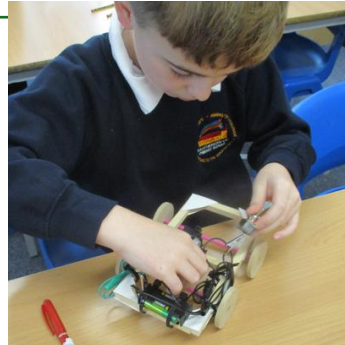
**Vocabulary** is explicitly taught at the beginning of each lesson and referred to throughout.

To disrupt the **forgetting curve**:

*We have a spiral curriculum,*

*Each lesson begins with a FFT,*

*Drawing, modelling and testing form key parts of every DT unit.*



**Feedback** is:

*Specific to the skills and **vocabulary**,*

*Pupils annotate their work,*

*Provided by peers and adults throughout lessons.*

We use **scaffolds** to support independence, such as:

*Prompts,*

*Part worked examples,*

*Diagrams.*

*Learning is **sequenced** toward an end point to:*

*Children develop and practice the key skills to create a high-quality design outcome.*

### How are DT books used?

- Designers begin using a DT book in Year 1.
- Designers use their DT books to explore the taught skills.
- KS2 Designers can choose to use a single or double page to explore ideas.
- At the end of a unit there must be evidence of the final piece.
- There must be evidence of the skills developed within each lesson.
- The short date is evident.
- The LO is specific to the developed skill. In KS 1 the LO is stuck in.
- A Designers DT book goes with them to their next year group. A new DT book is only given when they have finished their book.
- There should be clear evidence of children evaluating, modifying and improving their designs during or by the end of the unit. This will be dependent on their age.

### How are resources organised?

- In lessons, children have access to resources, including images, and practice the taught skills and are shown how to use tools safely.

### How often is DT taught?

- Across a year, children will be taught at least 3 units.
- In most cases this is one unit per term, however there may be cases where two are taught consecutively.
- In most cases, DT is linked to the BIG question; however, the priority is the sequence of skills and knowledge linked to the schemas of Design Technology.
- Designers will learn about the designed and made world and how things work. They will learn to design and make functional products for particular purposes and users.

### How is art assessed?

- Designers are assessed based on the key skills and knowledge set out in the progression document.
- At the end of each unit, these skills must be assessed on Sonar
- Within each lesson and across a unit, designers will have the opportunity to evaluate the work of artists, their own skills and their final pieces.
- Designers should be supported through the evaluation process through the use of sentence stems and word banks.

### What is the structure of an DT lesson?

- All lessons begin with a FFT based on prior learning,
- Skills can be modelled through a teacher's DT book, "how to" videos, example prototypes and, where appropriate, the visualiser,
- Lessons should end providing the opportunity for designers to reflect upon and evaluate their learning.