



Lovers' Lane Primary and Nursery School



DT Curriculum

Intent, Implementation, Impact Statement

Intent	Implementation	Impact
<p>At Lovers' Lane Primary School we aim to provide children with a DT education that is relevant in our rapidly changing world.</p> <p>We want to encourage our children to become problem solvers who can work creatively on a shared project.</p> <p>We believe that high-quality DT lessons will inspire children to think independently, innovatively and develop creative, procedural and technical understanding.</p> <p>Our DT curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work.</p> <p>Children will be exposed to a wide range of media including textiles, food and woodwork; through this, children will develop their skills, vocabulary and resilience</p>	<p>The teaching of Design Technology across the school follows the National Curriculum. Children design products with a purpose in mind and an intended user of the products. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.</p> <p>Key skills and key knowledge for DT have been mapped across the school to ensure progression between year groups. The context for the children's work in Design and Technology is also well considered and children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Design and technology lessons are also taught as a block so that children's learning is focused throughout each unit of work.</p> <p>Design and Technology also embeds our aims for our curriculum. By aiming to build pupils awareness of DT capital, building understanding of how DT affects and shapes their everyday lives and how by developing skills within this subject can improve future opportunities.</p> <p>Early Years Foundation Stage During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have the opportunities to learn to:</p> <ul style="list-style-type: none"> Use different media and materials to express their own ideas Use what they have learnt about media and materials in original ways, thinking about form, function and purpose Make plans and construct with a purpose in mind using a variety of resources Develop skills to use simple tools and techniques appropriately, effectively and safely Select appropriate resources for a product and adapt their work where necessary Cook and prepare food adhering to good health and hygiene routines <p>National Curriculum requirements at Key Stage 1 & 2</p>	<p>Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.</p> <p>Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.</p> <p>The large majority of children will achieve age related expectations in Design Technology.</p> <p>As designers children will develop skills and attributes they can use beyond school and into adulthood.</p>

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	<p>KS1 When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none">• 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, mockups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none">• 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 <p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none">• 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 <p>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:</p> <p>Design</p> <ul style="list-style-type: none">• 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 <p>Make</p> <ul style="list-style-type: none">• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	
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- 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 1

- 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

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