



Heathfield Schools' Curriculum Overview

Design and Technology- DT

We recognise that Design and Technology is an inspiring, rigorous and practical subject that appeals to pupils that enjoy practical learning and problem-solving. Our curriculum will teach pupils how to take risks, become resourceful, innovative, enterprising and capable citizens. We want our pupils to recognise that good design and engineering can help to solve some of the most important global issues of our time and in the future.

Subject	Intent	Implementation	Impact
Design and Technology	<p>The D.T. curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> • Design a product that has a user in mind and has a clear purpose. • Work with a variety of tools, equipment and materials to make quality products. • Using critical thinking and reflection to explain how effective a finished product is. • Develop, plan and communicate ideas in an increasingly technological world. • In food technology, understand and apply the principles of nutrition and learn how to cook 	<p>The schools' DT progression document outlines the knowledge and skills that will be covered in each year group.</p>	<p><u>Assessment:</u></p> <p>Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.</p> <p>In Key Stages 1 and 2 assessment during lessons and familiarity with the progression document enables teachers to adapt planning. Key questions on the planning support teachers' assessment techniques.</p> <p>The planning of WHALA's in KS2, and 'recap starters' in KS1 promotes the links between the topics.</p> <p><u>Monitoring:</u></p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> • "Pop ins"/learning walks • Work and planning scrutinies • Pupil interviews
		<p>EYFS</p> <p>A range of resources, including junk modelling, wooden block and adhesives are, is found in Nursery and Reception and 'work in progress areas' are available for work that is unfinished. Children are asked to plan what they might want to construct and think about the resources that they might need. Children are encouraged to reflect on how they created their piece and whether they would alter it in anyway. Key vocabulary relating to children's design or building skills is displayed in appropriate areas (e.g. construction areas and builders' yard) to support adult-child interactions.</p>	
		<p>Key Stage 1</p> <p>Three times a year the children will undertake a DT project. Each topic is planned to take place for 8-10 hours over a half term.</p> <p>Each topic comprises of investigation tasks, focus tasks followed by design, evaluate and make a product. One of the topics will cover food technology.</p> <p>The topic may be linked to the year group curriculum, but the key focus will be the D.T progression skills.</p> <p>The year groups will use a project on a page from the Design and Technology Association as the basis for their plans.</p>	

		<p>Key Stage 2</p> <p>Three times a year the children will undertake a DT project. Each topic is planned to take place for 8-10 hours over a half term. Timetabling will be flexible with the project spanning a whole day, a couple of days or across a series of lessons within a two week period depending on the project to be completed. Each topic comprises investigation tasks (assessing current products), focused tasks (design criteria) and then design, make and evaluation tasks. One of the topics every curriculum year will cover food technology.</p> <p>Projects may be linked to the year group curriculum, but the key focus will be the D.T progression skills.</p> <p>The year groups will use a “project on a page” from the Design and Technology Association as the basis for their plans or their own year group planning, which has evolved from the “project on a page ideas”.</p> <p>In KS2 all projects are recorded in individual booklets for each child, documenting each stage of the project from investigating to evaluations.</p>	<ul style="list-style-type: none">• Staff interviews.
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