



HEATHFIELD SCHOOLS' PARTNERSHIP

CURRICULUM OVERVIEW – DESIGN TECHNOLOGY

Intent

The DT curriculum will ensure that children will be able to:

- Develop, plan and communicate ideas in an increasingly technological world.
- Work with a variety of tools, equipment and materials to make quality products.
- Evaluate processes and products.
- Understand and apply the principles of nutrition and learn how to cook.

Implementation

The schools' DT progression document outlines the knowledge and skills that will be covered in each year group.

EYFS

Junk modelling is found in both settings 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. Woodwork is introduced as a specific activity within Reception (timing depends on cohort's readiness for this area).

Key Stage 1

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 and involves all aspects of the DT cycle (designing, making and evaluating).

Key Stage 2

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 may be flexible things with learning combined and done over a day/couple of days where appropriate. Each topic comprises investigation tasks, focus tasks followed by design, evaluate and make a product. One of the topics will cover food technology.

The topic may be linked to the year group curriculum, but the key focus will be the DT progression skills.

The year groups will use a project on a page from the Design and Technology Association as the basis for their plans.

Impact

Assessment

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.

In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents.

In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques.

Monitoring

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:

- "Pop ins"/learning walks
- Discussions with children

An in-depth review of DT takes place every 2 years as outlined on the schools' review schedule.