

## DT Curriculum Overview

### School Vision

Through our Christian faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges. We want children to thrive and be the best person they can be and to:

'Live life in all its fullness.' (John 10:10)

At St Margaret's at Hasbury we provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. We believe that childhood should be a happy, inquisitive, inspirational time in our lives where there are no limits to curiosity and new experiences.

### Intent

Children at St Margarets develop an enthusiasm and enjoyment of DT as they develop their imagination and **creativity**. Children are taught to use their knowledge and understanding to design and make products that can solve real-life problems. Children are encouraged to consider the user, the purpose and the functionality of products and of their own designs. Children are able to explain their design decisions and innovate and explore the meaning of authenticity in product design whilst managing risks. Through our DT curriculum, children build on open-ended starting points and explore the areas of construction materials, textiles, food, mechanical components and, in Key Stage 2 only, electrical components. At St Margarets we want our children to understand that, "Good buildings come from good people, and all problems are solved by good design." (Stephen Gardiner - Architect).

### Implementation

St Margaret's at Hasbury we follow the National Curriculum Programme of Study. Our DT curriculum is based on a series of knowledge that progresses, as children move through the school. Our scheme is made up of a series of 21 A3 size 'project planners'. Vocabulary that is specifically linked to projects is explored throughout each project. Lessons are sequenced to follow on from the previous one, leading to innovation as children explore a range of design ideas and product development opportunities. Projects are characterised by engaging, open-ended starting points which enhance children's learning. Each project consists of three types of activity.

- 1) **Investigative and Evaluative Activities (IEAs)** where children learn from a range of existing products and find out about D&T in the wider world;
- 2) **Focused Tasks (FTs)** where they are taught specific technical knowledge, designing skills and making skills
- 3) **Design, Make and Evaluate Assignment (DMEA)** where children create functional products with users and purposes in mind.

Children work in a range of relevant contexts, e.g. home, outdoor area, playgrounds, the local community and industry. Throughout the lessons, Science, Technology, Engineering and Mathematical (STEM) links are highlighted and activities planned which will support children to engage with practical tasks and challenges.

## Impact

### Children will:

- develop a positive attitude to DT (**becoming resilient and curious**) so they gain success and pleasure in DT activities
- open their minds to the possibility of interests in engineering and architecture
- become **independent** when finding solutions to tasks using their basic design and technology skills and creativity;
- develop the **creative**, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- 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
- understand and apply the principles of a healthy and varied diet
- understand and apply the principles of nutrition and learn how to cook.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams and prototypes
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others