



St Bede's Catholic Primary School

In Christ's kindness... We learn, we pray, we belong.

Design and Technology Curriculum Overview

Intent

At St Bede's Primary School, we intend to build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.

We intend to design a Design Technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life

We aim to provide all children with a broad and balanced curriculum which prepares them for life beyond primary education. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team.

Implementation

All teaching of DT should follow the design, make, and evaluate cycle. Each stage should be rooted in technical knowledge. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from.

Clear and comprehensive scheme of work in line with the National Curriculum. The Design Technology National Curriculum is planned for and covered in full within KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our

curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. Delivery of design and technology projects will have clear structure. Each year group will undertake a construction topic, a textile topic, and a food/drink topic.

Delivery showing clear following of the design process where each project will follow: research, design, make and evaluate.

A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken

Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.

Children will undertake design tasks and use skills from across the curriculum to fully explore the design process evaluating work ensuring that it is of the highest possible quality. Children are also asked to self-evaluate their work.

Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology.

Collaborative learning: In design and technology children may well be asked to work as part of a team learning to support and help one another towards a challenging yet rewarding goal.

Impact

Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum. 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. Most children will achieve age related expectations in Design Technology. As designer's children will develop skills and attributes they can use beyond school and into adulthood.



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	Autumn Term 2	Spring Term 2	Summer Term 2
Reception	Autumn Structures – Junk Modelling 6 lessons	Textiles – Bookmarks 5 lessons	Structures Floating and sinking. Design a boat. 5 lessons
Year 1	Autumn Food - Fruit and vegetables - 4 lessons Structures: Constructing Windmills – 3 weeks Lesson 1 - 3; omit lesson 4)	Spring Mechanisms: Moving story Book (Lesson 1 - 3; omit lesson 4) Mechanisms: Wheels and Axles (4 lessons)	Summer Textiles: Puppets (4 lessons)
Year 2	Autumn Mechanisms: Fairground Wheel (4 lessons) Food: A balanced diet (4 lessons)	Spring Structures: Baby bear's chair (Lesson 2 - 4; omit lesson 1) Textiles: Pouches (Lessons 1 – 3; omit lesson 4)	Summer Mechanisms: Moving monster (4 lessons)
Year 3	Autumn Textiles: Cross stitch and Appliqué Cushions or Egyptian collars (4 lessons) Structures: Constructing a castle (Lessons 2 – 4; omit lesson 1)	Spring Food: Eating seasonally (4 lessons) Digital world: Electronic charm (4 lessons)	Summer Mechanical system: Pneumatic toys (Lessons 2 – 4; omit lesson 1) NB. Watch the tea box in lesson 1, as a physical example.
Year 4	Autumn Mechanical systems: Making a slingshot car (4 lessons) Textiles: Fastenings (Lessons 2-4; omit lesson 1))	Spring Structures: Pavilions (4 lessons) Food: Adapting a recipe (4 lessons)	Summer Electrical systems: Torches (Lessons 2 - 4; omit lesson 1)
Year 5	Autumn Food: What could be healthier?	Spring Mechanical systems: Making a pop-up book (Lessons 1 - 3; omit lesson 4)	Summer Structures: Bridge: (4 lessons)

	(4 lessons) Electrical systems: Doodlers (Lessons 1 - 3; omit lesson 4)	NB. Use the Jack and Jill book and moving parts template in Lesson 2, to reduce time. Digital world: Monitoring Devices (4 lessons)	
Year 6	Autumn Structure: Playgrounds (Lessons 1 - 3; omit lesson 4) NB. Skip the surrounding landscape and complete the playground structures in lesson 3. Mechanical systems: Automata toys (4 lessons)	Spring Electrical systems: Steady hand game (Lesson 2 - 4; omit lesson 1) Digital world: Navigating the World (5 lessons) NB: You could complete lesson 5 as an assembly or celebratory event.	Summer Food: Come dine with me (4 lessons)