



Design & Technology at Marshlands Primary School

Intent

Our design & technology curriculum has been designed to encourage curiosity, enjoyment and resilience. During D&T, children develop their skills through the evaluation and analysing of how things work, using their new skills to design new products that meet a purpose and criteria. This enables our children to solve problems.

Big Ideas

- Materials
- Manufacturing
- Functionality
- Design
- Critique

Content & Sequencing

We meet the aims of the national curriculum within the intended phases of school.

Our curriculum is designed to build on prior skills and knowledge.

We have a progression of skills which progresses through the phases; over a two year period, pupils master the skills outlined. In the first year, the skills are more supported (through adaptation and scaffolding) and in the second year, pupils are expected to become more independent in carrying out the skills.

Other Subjects

Mathematic for applying the use of different measures.

Science for exploring aspects of movement and healthy eating practices.

PSHE for looking at healthy eating practices.

Art for applying aesthetic design.

History for studying inventions through time.

Teaching Strategies

D&T has both theoretical and practical elements. Children's work is presented within topic books.

D&T follows the cycle of evaluate using a design criteria, build skills, apply skills and evaluate again.

Children work on a range of different products, incorporating graphic design, textiles, construction and food.

Retention

Reference to the Big Ideas throughout the teaching sequence.

Applying skills during enterprise.

Revisiting and using previous skills.

Progress & Attainment

Following the progression of skills to ensure that children's expertise are built upon.

Big Ideas are used to build on prior understanding.

Tasks are designed to show new knowledge and understanding.

For each year group, an example of one child's work is documented as the basis of what age-related looks like.

Support

Everyone has access to the D&T curriculum.

Adaptations, when appropriate, are made to tasks to ensure all can access.

Where possible, pupils access the content for their phase.

Should it be identified on a specific support plan following assessment with outside agencies, some pupils may access skills and knowledge from lower year groups.