



Problem Solved!

make
textiles
resistant
manufacture
materials
join
prototype
graphics
technology
development
process
specification
evaluation
model
design
analysis
plan
brief

Purpose of study

- ▶ Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.
- ▶ Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The National Curriculum for Design and Technology aims to ensure that all pupils:

- ♣ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ♣ 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
- ♣ understand and apply the principles of nutrition and learn how to cook.

D.T. - KEY MESSAGES OF THE CURRICULUM

- ❖ **Building on Best Practice** - This will ensure that current resources are fully utilised and that the new requirements can be integrated into existing good quality curriculum planning.
- ❖ **New Content** - Some of the requirements for each key stage are more technically demanding than the previous programmes of study. Some place a greater emphasis on the relevance of D&T to the wider world and some encourage schools to modernise the curriculum they provide.
- ❖ **Holistic Approach** - Everything in the new programmes of study is important and the document should be treated as a whole. Planning and practice over the course of a term, year or a key stage needs to pay attention to the purpose of study, aims and subject content.
- ❖ **Continuity and Progression** – between all Key Stages
- ❖ **Cumulative Progression** - Pupils' learning from previous key stages should be revisited in teachers' planning and practice and used in a more sophisticated way in subsequent key stages. It is not sufficient for planning and practice to focus only on the subject content specified in an individual key stage. Some aspects of learning are only mentioned once but would need to be revisited, developed and extended in later years.
- ❖ **Safety and Hygiene** - The new programmes of study do not include references to safety and hygiene. Schools should continue to ensure that practice in the subject is healthy, safe and hygienic, and that risk assessments are carried out prior to undertaking D&T projects.



FS DT

Understanding the world involves guiding children to make sense of their

- ▶ physical world and their community through opportunities to explore, observe
- ▶ and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with

- ▶ a wide range of media and materials, as well as providing opportunities and
- ▶ encouragement for sharing their thoughts, ideas and feelings through a variety
- ▶ of activities in art, music, movement, dance, role-play, and design and technology.

KS1 DT

History Geography Art D.T.	AUTUMN	SPRING	SUMMER
Year 1	Journeys	Buildings	The Sea
	How travelling has changed?	What were homes like in the past?	Seaside holidays from the past
	At the Farm.	Homes around the world.	Going to the seaside at home and abroad
	Sculpture – Farm Animals, Fruit and Veg, Transport.	Can buildings speak?	Under the sea
	Where does our food come from? Fruit and Vegetables	Structures – Homes	Moving pictures – Seaside
Literacy Link	Basic Instructions -1 st Narrative (familiar settings) -2nd	Information Texts -1 st Narrative (traditional & fairy tales) -2nd	Recount -1 st Narrative – stories about fantasy worlds -2nd
Year 2	The Space Race	LONDON (Global and National Events of Importance)	Helping others
	Neil Armstrong	The Great Fire of London	Florence Nightingale
	Contrasting Localities– Russia / USA – The Space Race	Global eye – Capital Cities	Maps
	Space	Sketching with Pastels / Pictures as evidence.	Portraits
	Buggies Mechanisms	Food (Baking)	Puppets
Literacy Link	Instructions -1 st Narrative (traditional stories) -2nd	Stories by the same author/Non-fiction explanations -1st Non chronological writing/information texts -2nd	Non-chronological reports -1st Narrative – significant authors -2nd

KS2 DT

History Geography Art D.T.	AUTUMN	SPRING	SUMMER
Yr 3	Change	Sustainability	Yardley - Independent Project
	WW2 - Evaluation	WW2 - Home Front	History of Blakesley Hall and the Tudors
	Contrasting Locality (Town & Country)	Environments - Recycling	How can we improve our local area?
	Landmarks & Urban Landscapes	Changing Environments	Digital Art
Literacy Link	Toys (Mechanisms)	Food	Photo Frames
Yr 4	Non-fiction reports -1st Performance Poetry -1st Stories with familiar settings -2nd Myths & Legends -2nd	Instructions -1st Letters -1st Shape Poetry -2nd Dialogue & Playscripts -2nd	Information Texts -1st Adventure & Mystery Narrative -2nd Poetry Language -2nd
	Relationships	Under Attack	Exploration - Independent Project
	Invasions and Settlers - Anglo Saxon	Anglo Saxon and Vikings Struggle	Mountains
	Village Settlers	Portraying Relationships Distorting Images	Mountain/ Volcanoes Environments
Literacy Link	People in Action	Boats	Sculpture
Yr 5	Food	Information Texts & Explanation Texts -1st Narrative stories from other cultures -2nd Plays -2nd	Electricity and Light Houses
	Poetry - creating images 1st Recounts/newspapers/magazines -1st Stories with historical settings - 2nd Stories set in imaginary worlds -2nd	Europe	Persuasive Texts -1st Narrative - stories which raise issues & dilemmas -2nd Poetry (different forms of poetry) -2nd
	The Wider World	Ancient Greece	Landscapes
	Ancient Egypt	Ancient Greece	Changes in Britain from the Stone Age to The Iron Age
Literacy Link	Water and Rivers - Trade links	Passport to the World - Europe	Landscapes
Yr 6	What a Performance (Masks)	Pottery / People in Action	Investigating Pattern
	Food and Farming - Cereal Crops / Bread (Yeast)	Buildings and Structures	Movement and Pop-Up Mechanisms
	Poetry (poetic style) -1st Fables, myths & Legends Novels & stories by significant authors -2nd	Reports & explanations -1st Stories from other cultures & older literature -2nd	Persuasive writing - 1st Classic/Narrative Poetry -1st Film narrative -2nd Dramatic conventions - Play -2nd
	The Political World	What's in the News? (Could be Yr 6 SATS Booster.)	Yr 6 Production -Changes annually Independent Project
Yr 6	Non European Society that provides contrasts with British History e.g. Mayan(Mexico), Benin (Nigeria), Baghdad c 900AD	Historical Anniversaries	1960's
	The Americas	Weather (Skills)	USA
	Black Art	Cartoons and Photographs	Textiles
	Food /Textiles	Renewable and sustainable energy.	Textiles
Literacy	All writing genres already covered will be retaught across Y6. The only new addition is biography & autobiography (Autumn). Debates to be included to reinforce S&L.		

Since last time ...

- ▶ Curriculum 2014 implemented
- ▶ Cross Curricular Topics with History, Geography and Art taught discretely introduced
- ▶ Review and evaluation of topics, planning updated to fit changes in timetabling and new resources added.
- ▶ Classroom Monitor for tracking and assessment in use in line with other subjects.
- ▶ Extra cross curricular links reviewed e.g. working more closely with PE re Childhood Obesity and Healthy Eating / Cooking; Supporting Science in bid for Science Award
- ▶ After School Club for STEM run with Science for GnT
- ▶ Cooking Lessons in Enrichment
- ▶ Cooking Lessons throughout the year with Faculty Leader on a Friday pm for GnT
- ▶ Competitions

Where next?

- ▶ Maintaining and improving standards
- ▶ Changes to the School Timetable and Curriculum to be implemented and monitored from September
- ▶ Training needs
- ▶ Resourcing issues to be addressed to ensure budgeting secure
- ▶ Assessment and Tracking changes
- ▶ Improving Food and Cooking provision for all children and including Parents
- ▶ After School Provision

- ▶ Appointing a DT Subject Leader



