

Design Technology at Whittington Primary School



Whittington Curriculum Drivers

Inspired – Teachers will plan for *designing and making learning activities in which children design and make 'something' for 'somebody' for 'some purpose'*. We will link influential designers exposing the children to the great designers, building their cultural capital. The learning sequence will start with a clear problem or design brief for children to work towards meeting i.e. create a pyramid using CAD that could be used to teach children about Egyptian pyramids. Children are encouraged to explore their own ideas and put their own creative stamp on the design.

Articulate – Technical vocabulary will be shared from a young age. Children be expected to know and use the language accurately and work like a designer. Children will use the correct language through out the design and making stage and also be able to confidently evaluate their end product.

Ambitious – Design and Technology lessons give children the opportunity to develop skills, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design. Children will be given sufficient breadth to enable them to learn practical skills and provide them with the knowledge to make products move, light up, are structurally sound, and meet the requirements of health and safety. Children will be given time to test, refine and develop their designs, check it works and improve if needed.

Curious – Children like making decisions for themselves and doing practical work. They love creating products they can see, touch – and even taste – for themselves. They feel proud to have done so. They are curious as to how to solve the design brief and address any problems with the design to ensure it works.

Excited – Children will have opportunities to experience DT first-hand. There will be a lot of practical, hands-on learning that will involve the children actively learning. There will be exciting design briefs to excite children about how to solve the issue.

Knowledgeable – Children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.



Sequencing of Content

The Whittington progression overview ensures that pre-requisite knowledge is considered and linked to new learning.

Building a picture of what children know, understand and can do in each D&T project is essential for moving their learning forward. Each planner lists the 'key learning' in designing, making, evaluating and technical knowledge and understanding that most children.

We use projects on a page developed by the DT Association to ensure consistency, coverage and progression.



Deepening Concepts

Building on current good practice, each Project Planner includes three types of activity:

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



Big Ideas

- Understanding contexts, users and purposes
- Generating, developing, modelling and communicating ideas
- Planning
- Practical skills and techniques
- Own ideas and products
- Existing products
- Key events and individuals

(Taken from Projects on a Page)



Retrieval Practice

Skills and knowledge are built and revisited over units and year groups.

Children will apply the same skills while learning new ones for example in food design the skills of chopping will be acquired and then reapplied in subsequent year group.

