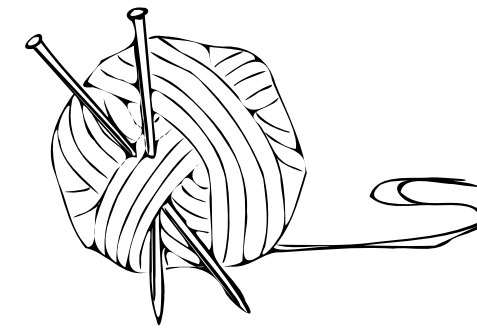




Design Technology



Where it begins

In EYFS, pupils use 'expressive arts and design' to express their learning and interests. They learn to join materials together through collaging and junk modelling. Pupils begin to learn about the importance of a healthy diet for our bodies.

Hands-on learning

DT is all about hands-on learning. As well as theoretical work, pupils have the chance to practise the skill linked to their learning. Pupils then plan, make and evaluate their own and peer's creations. Pupils have chance to survey, investigate and market research.



Reading and vocabulary

Reading and vocabulary are key to DT learning. Pupils learn the process that make up DT, including research. Teachers deliberately choose vocabulary using knowledge organisers which link directly the topic and is progressive.

Well-sequenced lessons

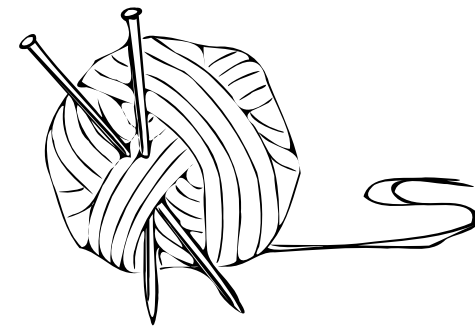
Teachers plan well-sequenced lessons with the support of knowledge organisers which provide guidance for the order and content of lessons. Key knowledge is outlined and CPD opportunities are provided. Subject leaders attend MAT training and disseminate to staff during staff meetings.

Inclusivity

Our DT curriculum encourages all pupils to express themselves and learn new skills. Scaffolding supports pupils to achieve excellent outcomes in DT. Pupil work is displayed proudly around our school. Pupils are challenged with going deeper challenges.



Design Technology



Cross curricular links

Reading and writing helps us to unlock and showcase understanding. Maths helps us to be accurate when measuring and cutting. Science allows us to understand the properties of materials and key concepts such as light or electricity before using these in designs. Technology is vital to our DT work.



Cultural Capital

Leaders have created a cultural capital map for teachers to follow. This provides experiences linked deliberately to DT units to broaden our understanding. In DT, this includes 3D models of equipment and textile museums to build our knowledge of possible careers with DT.



Disciplinary knowledge

Pupils at Haughton St. Giles learn **how** to be an designer. They learn that designers use the research, design, make, evaluate cycle and repeat this throughout their time at Haughton.

They learn how to join materials, strengthen structures, balance food groups and move mechanisms to name but a few!

Substantive knowledge

Guided by the National Curriculum, subject leaders have created a two-year rolling programme which is both progressive and challenging to support our mixed-age school. Our DT curriculum covers mechanisms, structures, food and nutrition, textiles and computer programming.



Assessment

Teachers assess throughout topics and not just at the end. They balance assessment of substantive and disciplinary knowledge. Quizzes help to keep assessment engaging for pupils. Feedback is given on products and chances to evaluate and edit are provided, Pupils self reflect on whether their product fitted the design brief and consider what they could do differently.