



Design Technology Handbook

"Design is not just what it looks like and feels like. Design is how it works."

Approved by: Headteacher & SLT

Last reviewed: July 2022

Next review: July 2023

Intent

To encourage imagination, creativity and enjoyment when making products that solve real and relevant problems and to gain skills that they can take with them for life.

Implementation

Why has the specific content knowledge been selected?

The EYFS and National Curriculum provide a broad coverage of D.T for each key stage, with a major focus on mastering practical skills such as cooking, sewing, and constructing: mastering designing, evaluating, and improving skills: and taking inspiration from design through history. This allows us to be selective of the content and skills we teach our children, consistently revisiting, revising, and building upon previous skills and concepts taught; building on their linking memories.

Why is it taught in the order that it is?

We have designed the D.T curriculum to ensure it is well-sequenced, has a clear progression and end point. Our aim is to create a spiral curriculum, where skills and knowledge are introduced, revisited, then mastered over our pupils' time at our school, creating "sticky knowledge". The content of our D.T lessons have been created to support our Historical and Geographical topics, not only providing our pupils with the opportunities to deepen their topical knowledge and understanding, but to encourage the development of skills which can be utilised in their everyday lives. This supports our school aim **to develop each of our pupils to become successful citizens in today and tomorrow's world.**

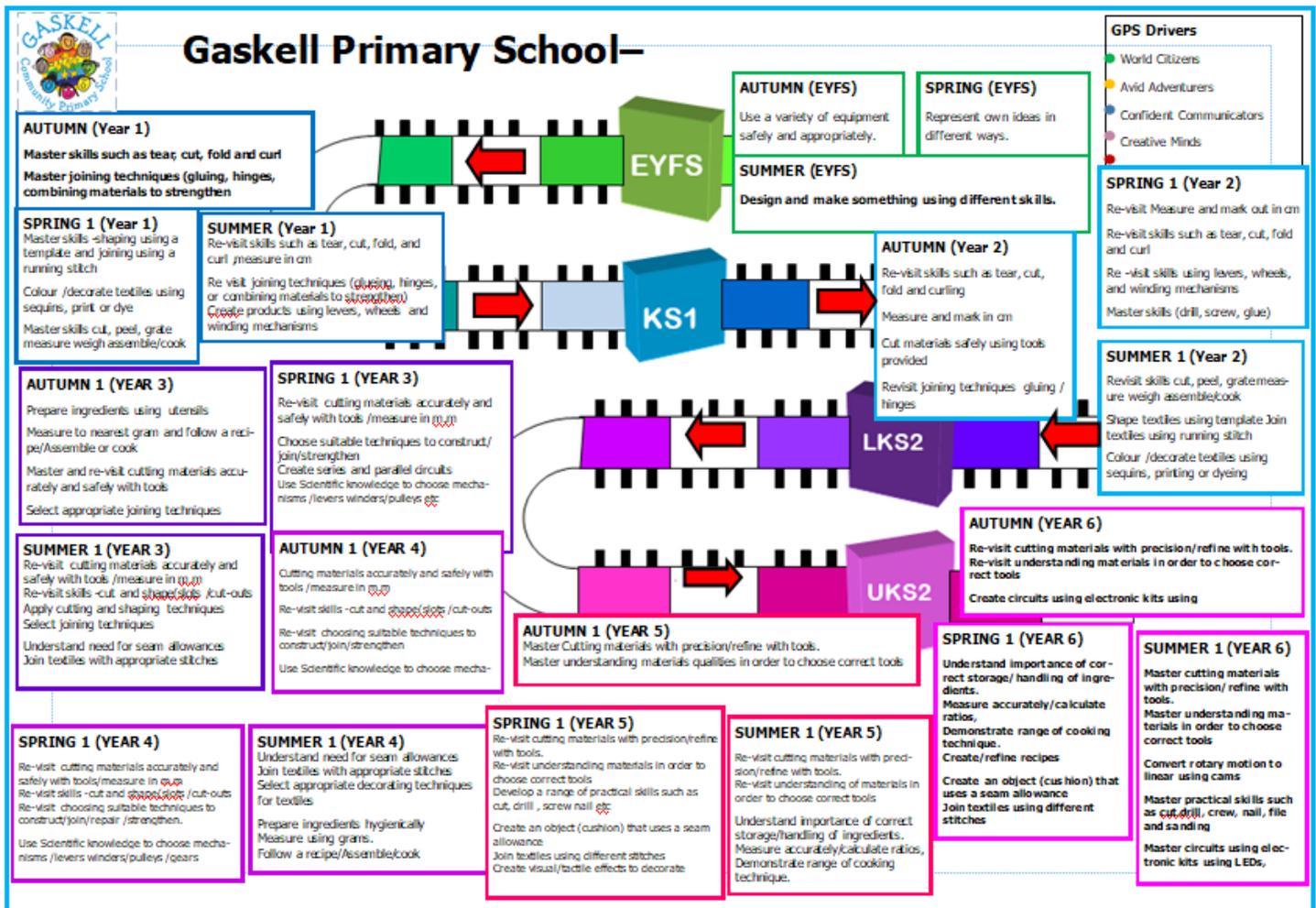
How are D.T. lessons taught at Gaskell Primary School?

D.T lessons at Gaskell are intricately linked with its sister subject, Art. Here, we ensure there is a strong focus on the continued development of our children's key skills and that the correct use of vocabulary is being utilised as the children progress up through school. We provide many opportunities which allow children to explore their creative and critical thinking sides, through teamwork activities, discussions, and challenges. At Gaskell, we have termly DT competitions, which encourages our children to use the skills and concepts they have been taught in the classroom at home; giving them the confidence to take on the leading role in the task set.

Impact

We ensure that children at our school are equipped with the creative, problem solving and critical thinking skills and knowledge they have gained, which will enable them to be ready to embrace the challenges of the curriculum at Key Stage 3 level and for life as an adult in the wider world. We want our children to have a passion for D.T. and to understand the potential careers they could enter as they grow older. At the end of their time at Gaskell, we want our children to be able to understand, analyse and evaluate how the world around them works and be respectful of others' opinions. We want our children to embrace D.T so they have the confidence to know there is a world outside of school which is waiting for them to explore.

Curriculum Structure



Within this curriculum, Food, Textiles and Construction skills are developed and extended each year. Each year builds on previous years' skills to enable children to build up essential D.T skills to be used throughout their time at school.

Every half term probably Week 4 the class teacher decides which day will be 'D.T. Day'. During the 'D.T. Day' the class will make their product after having been introduced during the previous 3 weeks, to new vocabulary and given opportunities to Explore and Design their ideas.

Please refer to the D.T. Subject Overview.



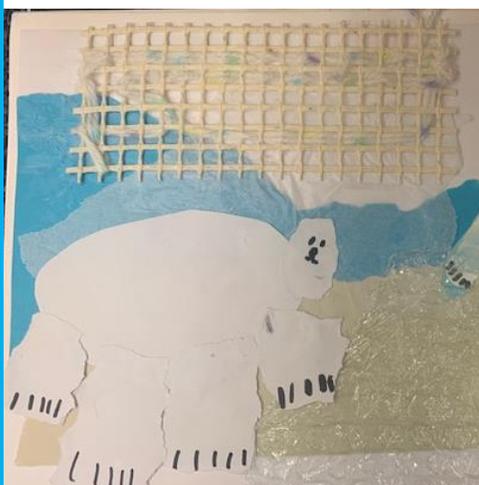
D.T.Overview

D.T. Overview

	Autumn 1 <i>Geography Focus</i>	Autumn 2 <i>History Focus</i>	Spring 1 <i>Geography Focus</i>	Spring 2 <i>History Focus</i>	Summer 1 <i>Geography Focus</i>	Summer2 <i>History Focus</i>
Year 1	On Our Doorstep Making 'My House'	Victorians Design a Toy Puppet	Let's go to the Arctic <i>Sewing(Arctic Scene)</i>	Florence Nightingale <i>Making Healthy Fruit Kebabs for Soldiers</i>	Pirates Create a Moving Pirate Ship Picture	London's Burning Fabulous Fire Engines
Year 2	Around the World in 80 days Message in a Bottle Map (using Purple mash)	Zoom to the Moon Design a Rocket	Let's go on Safari! Design a Shelter	LS Lowry Create a Lowry Factory (outdoor Learning)	Oh I do love to be beside the seaside! <i>Making a Seaside sandwich</i>	Memory Box - <i>Create a Sampler To Remember</i>
Year 3	Planet Earth <i>Make a 'Rainforest Fruit Salad'</i>	There's something about the Ages Stone Age Artefact	On Our Patch Model of Reebok Stadium	Walk like an Egyptian Making an Egyptian Lever	The Great Outdoors Create a Foreign Landmark (which lights up)	Groovy Greeks <i>Sewing a Greek Headdress</i>
Year 4	Planet Earth Create Contrasting Biomes	When in Rome Roman Catapult	Discover Italy Leaning Tower of Pisa (which lights up)	Anglo Saxons and Scots Designing a Settlement	My Place- <i>Sewing a Childs Pillow (used during the mill industry)</i>	Mysterious Mayans <i>Making Tortillas</i>
Year 5	South America Create a 3-D Rainforest Structure	Vikings - Vicious or Victorious? Making Viking Longboats	Welcome to My World- Design a New Mode of Transport (that moves)	Tudors in our Town <i>Sewing a Tudor Purse</i>	Raging Rivers Design a Bridge	Over the Top (WW1) <i>Baking Soldier Biscuits</i>
Year 6	Magnificent Mountains A Rocky Mountain	Blitz and Pieces Air-Raid Shelter with lights	Exploring Africa <i>Baking Jollof Rice Cups</i>	No Man's Land (WW2) <i>Sewing a Propaganda T-Towel</i>	Roaming Rivington Ferris Wheel up Rivington	Crime and Punishment Design a Ducking Chair

The content of our D.T lessons have been created to support our History and Geography topics.

Year 1 created an Arctic scene using a running stitch whilst exploring textiles.



Year 2 made a Seaside sandwich linked to their seaside topic



Year 5 baked Soldier biscuits linked to their topic on WW1 and made their own boxes to put them in.



Assessment

Building a picture of what children know, understand and can do in each D.T. unit is essential for moving their learning forward. The knowledge, understanding and skills specified in the D.T. objectives will form the basis of discussions with children and inform my observations. The information gathered during each unit about the performance of individual children and groups will enable me to provide carefully tailored feedback, questioning, explanation and support, according to their needs. When each unit has been completed, teacher assessments (0, 1 and 2) are updated on to the termly **Insight** tracking tool. Evidence of final pieces of work will be posted on Seesaw to share with other staff and parents.

