

Styal Primary Design and Technology Curriculum



Intent

Styal Primary School recognises that DT should provide children with a real life context for learning. We want to allow children the opportunities to explore their aspirations for their future careers through creating opportunities for them in the wider world. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose.

Implementation

All teaching of DT should follow the design, make and evaluate cycle. The emphasis is on the learning rather than the finished project. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools and materials to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary. DT should be taught to a high standard, where each of the stages should be given equal weight. There should be evidence in each of these stages in the online DT folders, which should also develop to show clear progression across the key stages. DT is taught on a half termly basis which alternates with Art.

In EYFS this looks like:

Physical Development	Moving and Handling	To handle equipment and tools effectively, including pencils for writing
Expressive Arts and Design	Exploring and Using Media and Materials	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
	Being Imaginative	To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Physical Development	Fine Motor Skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Expressive Arts and Design	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

In KS1 this looks like:

Design:

- Design should be rooted in real life, relevant contexts to give meaning to the learning.
- Planned through appropriate formats: drawing, templates, talking and mock-ups.

Make:

- Children should be given a range of tools for their projects to choose from.
- Children should use a wide range of materials and components; textiles, construction equipment and ingredients.

Evaluate:

- Evaluate existing products.
- Evaluate their own products against design criteria.

In KS2 this looks like:

Design:

- Rooted in real life, relevant contexts to give meaning to the learning.
- Researched designs based on functional, appealing products with purpose.
- Planned by appropriate methods; annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.

Make:

Children can select from a wider range of tools than KS1.

- Children should use from and select a wider range of materials and components; textiles, construction equipment and ingredients.

Evaluate:

- Evaluations should be in comparison to existing products.
- Children should evaluate against a design criteria.
- Children should understand how key events and individuals have helped shape design and technology globally – products are in context!

Cycle A	Reception/ Year 1/2	Year 3/4	Year 5/6
Autumn	STRUCTURES Bridges	FOOD Healthy diet (local season soup)	STRUCTURES Air raid Shelters
Spring	TEXTILES Sewing with cotton from the Mill	SHELL STRUCTURE Packaging for Mayan chocolate	CAMS Make a moving toy
Summer	FOOD Sandwich snacks	LEVERS AND LINKAGES Pop up cards	ELECTRICAL SYSTEMS Alarm for a museum artefact
Cycle B	Reception/ Year 1/2	Year 3/4	Year 5/6
Autumn	Freestanding Structures Enclosure for farm animals	TEXTILES Roman purse	TEXTILES Greek sandals
Spring	Food Technology- Dips and dippers	Pneumatics Moving monster	FOOD Jam tarts aboard the Titanic
Summer	Mechanisms Moving vehicles- wheels and axles	ELECTRICAL SYSTEMS Torch/lamp	CAD
Cycle C	Reception/ Year 1/2		
Autumn	TEXTILES Super hero cape		
Spring	SLIDERS AND LEVERS Moving toys		
Summer	FOOD Castle banquet- Fruit Kebab		

Impact

The design and technology curriculum, like every other area, is planned and delivered in a way that we can ensure that it is fully inclusive for every child. The impact and measure of this is to ensure that children at Styal are equipped with skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.