



TEACHING DESIGN TECHNOLOGY

AT HOPPING HILL PRIMARY SCHOOL



"Technology makes possibilities. Design makes solutions."

John Maeda



Golden Threads

Evaluating

Appraising like a designer

Problem solving

Thinking like a designer

Vocabulary and Knowledge

Speaking and understanding like a designer

Creating

Making like a designer

INTENT

At Hopping Hill Primary School we intend to build a Design Technology curriculum which develops learning and results in the acquisition of **knowledge** and skills. Within our school community, a significant number of children have limited experience of making and designing products that solve real problems in relevant contexts in their everyday lives. We aim to provide children with a DT education that is relevant in our rapidly changing world.

Our curriculum aims to encourage children to wonder about the world around them. We would like our children to understand and reflect upon the fact that everything, that has been made by human beings around them, has been part of a design process. We want to encourage our children to become **problem solvers** who can work creatively on a shared project. We believe that our Design Technology lessons will inspire children to think independently, innovatively and develop creative, procedural and technical understanding. Our Design Technology curriculum provides children with opportunities to explore, investigate and **evaluate** products, develop their ideas, **make a product** and **evaluate** their work. Children will be exposed to a wide range of media including textiles, food and woodwork; through this, children will develop their skills, **vocabulary** and resilience.

IMPLEMENTATION



Design Technology is taught throughout the school in all year groups within a clear and comprehensive scheme of work in line with the National Curriculum. Design Technology projects are delivered with a clear structure of design, make and evaluate and will focus on relevant technical knowledge and vocabulary. Each year group will undertake a structures, mechanisms and/or textiles topic and a food technology topic. There is an electrical systems topic in Year 6. The units taught can be amended by class teachers to enable differentiation and adaptation to the needs of their particular cohort, however, the core knowledge and content will remain the same. Design Technology is taught as a discrete subject three times a year with links made to Science, History and Geography.

In early years, Design Technology is part of the continuous provision that is offered throughout the year and reflects learning laid out in Development Matters 2021. In line with this documentation and the ethos of in the moment planning and being led by the children's interests, specific topics and vocabulary are not prescribed. The golden threads are reflected in the EYFS

Design Technology overview and this assists the teachers in planning provision to reflect their role in the beginning of the children's innovative thinking and problem solving.

We use Plan Bee resources to support teaching and learning- this is not prescribed for every lesson but rather a support.

The development of the curriculum in years 1-6 used the national curriculum expectations- this ensures progression in the golden threads of speaking and understanding like a designer, appraising like a designer, thinking like a designer and making like a designer.

Access the link below to find out more about the National Curriculum programme of study for Design and technology.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

INTENDED IMPACT

- ✓ Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.
- ✓ Our children will be secure in their own ability to design, create and evaluate a broad range of DT projects, and confident in the knowledge that everything they create is meaningful and valid, with the potential to bring joy to themselves and others.
- ✓ Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.
- ✓ The large majority of children will achieve age related expectations in Design Technology.
- ✓ As designers, children will develop skills and attributes they can use beyond school and into adulthood. The impact of our DT teaching will be a legacy of children who possess initiative and innovation skills, alongside a drive to continue developing their creativity as part of a lifelong journey.