THE ORGANISATION OF DT IN SCHOOL

Reception Classes are provided with a wide range of ongoing activities and opportunities as prescribed in the EYFS Curriculum.

Year One to Year Six participate in 'blocked' Design and Technology projects based on our Design and Technology Scheme of Work. Topics covered by the scheme of work include:

- Food Technology
- Mechanisms
- Structures
- Pneumatic/ Linkages/ Levers
- Electrical Control
- Textiles

Each blocked project lasts for a period of 3 full days and there is one blocked project each term so that 3 full Design and Technology projects are completed in each school year. (Year 6 complete 2 projects).

Each blocked project consists of all elements of the Design and Technology Curriculum which are taught in a very focused way and also incorporate many elements of cross-curricular activity.

Over the course of six years all elements of Design and Technology are covered at the different levels of the curriculum and understanding.

Each 3 day project consists of the following elements:

- Disassembling
- Research
- Exploration of existing ideas inc. ICT
- Developing and practising technical knowledge skills inc. ICT
- Designing for intended audience inc. CAD design
- +Investigating suitable materials or the job
- Making
- Testing
- Modifying
- Evaluation/ Suitability for intended audience

Children will have the opportunity to work on teacher led, group work or individual action activities to suit the purpose of the activity. The range of work will include both teacher directed practical tasks and child generated activity in order to encourage independent thought and action based on a sound understanding of Design and Technology technical knowledge and concepts.

In addition to this there are a wide range of construction kits in school which are used in all areas of the design process or in other cross-curricular areas of learning.

The Design and Technology Matrix shows the blocked projects for each year group.

EVIDENCE

A design process booklet will be produced as evidence of the process and skills during each blocked project. Each booklet will include the following elements:

- Findings of disassembling.
- Selected material choices.
- Evidence of skills practice.
- Design.
- Problems encountered and how these were overcome.
- Evaluation.

Photographs are also collected showing all areas of the process to be used as evidence.

Finished products are displayed around school and then taken home to enjoy!

Please look at our DT photograph gallery to see what we have been up to in DT.

ASSESSMENT

The assessment of DT is focused on ongoing formative teacher assessment of the essential knowledge, understanding and skills that all pupils should learn at their Key Stage.

By using formative assessment throughout a blocked 3 day project all teachers carefully observe and consider what the pupil actually knows, understands and can do and then plans a DT curriculum for their year group that has challenging and relevant content to meet the needs of and develop the individual skills of each child.

FROM ITERATIVE TO INNOVATIVE

The KS1 curriculum follow an 'iterative' design and make process that leads onto a KS2 'innovative' design and make process.

Iterative – To perform again and again repeatedly, going over something in order to rehearse and develop
Innovative – To change, alter, revolutionise, transform, remodel, restyle something using new methods or ideas for a known product or approach