



Larkholme Primary School Design and Technology Curriculum

Inte nt	Whole School Vision Statement															
	Our vision is to ensure that every child, regardless of their starting point, can achieve their full potential. Through their time at Larkholme, we want our children to become confident and articulate individuals with a thirst for knowledge and a determination to succeed in all they do.															
	Design and Technology Vision Statement															
	At Larkholme, Design and Technology is an inspiring, rigorous and practical subject and it encourages creativity and imagination. Pupils design, make and evaluate products that solve real and relevant problems, within a variety of contexts, considering their own and others' needs, wants and values. Children are taught to select and use appropriate tools safely and effectively to make a product. In all areas of Design and Technology the children are encouraged to consider the effectiveness of their designs and requirements of the product. Every child will have the opportunity to learn and extend their understanding, experience and application in the use of design technology in as wide a variety of situations as possible.															
	Values - Our values are at the heart of our entire curriculum															
	Respect			Responsibility			Resilience									
	Curriculum Drivers/Aims															
Oracy and Vocabulary Development		Literacy Rich		Problem solving/risk taking		Raise Aspirations		Diversity	British Values							
Impl emen tatio n	Components															
	Curriculum		Enrichment		Partnerships		Events		Sporting events		Parental Engagement		Pastoral Care		Outdoor Learning	
	How															
	Link it, Learn it, Say it, Check it, Show it, Know it															
At Larkholme Primary School we utilise Kapow Primary's Design and Technology scheme of work alongside Projects on a Page scheme of work. This enables pupils to meet the end of key stage attainment targets in the National Curriculum. This is taught in a sequential manner, building on prior learning and preparing for future learning.					DT T&L includes											
					Activating prior knowledge activity at beginning of each unit Six essentials of good practice in DT are identified: 1. User - children should have a clear idea of who they are designing and making products for.											

The Design Technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technological knowledge which encompasses the contextual, historical and technical understanding required for each strand.

The schemes of work have a clear progression of skills and knowledge within these five strands across each year group. Attainment targets and progression of skills have been carefully mapped out to ensure they are securely met by the end of each key stage.

Through Kapow Primary's Design and Technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others. It ensures that skills are being developed in:

Mechanisms

Structures

Textiles

Cooking and nutrition

Electrical systems (KS2)

Knowledge Overviews have been developed to support teaching staff in each unit of work to ensure each key area follows the design process (design, make and evaluate) and has a particular theme and focus for technical knowledge allowing pupils to revisit and build on their previous learning.

Knowledge Organisers have been created for each unit to support 'sticky knowledge' and end of unit quizzes support assessment.

2. **Purpose** - children should know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.
3. **Functionality** - children should design and make products that function in some way to be successful.
4. **Design Decisions** - when designing and making, children need opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.
5. **Innovation** - when designing and making, children need some scope to be original with their thinking which leads to a range of design ideas and products being developed.
6. **Authenticity** - children should design and make products that are believable, real and meaningful to themselves.

Investigative and Evaluative Activities (IEAs) where children learn from a range of existing products and find out about D&T in the wider world;

Focused Tasks (FTs) where they are taught specific technical knowledge, designing skills and making skills

Design, Make and Evaluate Assignment

(DMEA) where children create functional products with users and purposes in mind.

Technical Knowledge and Understanding highlighted throughout lesson

Introduction of **vocabulary** relating to the lesson

Health, Safety and Hygiene

Star Diagram to evaluate potential of the project and to see if **six essentials** have been met

Impact	Pupils will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.	Pupils 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.	Pupils will achieve age related expectations in Design Technology.
	As designers' pupils will develop skills and attributes they can use beyond school and into adulthood.	Pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	Pupils will learn to self-evaluate and reflect on learning at different stages and identify areas to improve.
	respectful, responsible and resilient citizens		
	Pupils who are Creative Innovative Collaborative Designers Evaluators		

Enrichment Opportunities

Partnership with local schools e.g. Rossall
Outdoor Learning
STEM Activities