

Design Technology

Key Concepts

SEQUENCING (How are we piggybacking learning?)

Pathway 1- Developing, planning and communicating ideas.
 Pathway 2- Working with tools, equipment, materials and components to make quality products.
 Pathway 3- Technical knowledge.
 Pathway 4- Evaluating processes and products.
 Pathway 5- Food.
 Pathway 6 – Mechanisms.
 Pathway 7 – Textiles.
 Pathway 8 – Structures.
 Pathway 9 – Electrical Systems.

KEY CONCEPTS (What is the subject Intent?)

Guided research about specific materials, features and design of the product to be made.
 Research to be fed into planning to produce a prototype of product to be created.
 Prototype to be evaluated before producing final design/product.
 Create final product using evaluations to inform production.
 Use discussion to introduce technical vocabulary at appropriate stages throughout the design and production process.

CURRICULUM DRIVERS – How?

AMBITION (Success) – Where appropriate, examples to be shown of the product to be created to allow a firm grasp of the aim and outcomes of the task set. Apply discussion about previous learning to establish prior knowledge in order for this to then be applied to the current task. Identify the skills needed to engage in the creative process with an effective and logical approach. This should ensure the final product created is of a high standard, follows the design brief and is fit for purpose.

BELIEF (Confidence)– All children will have regular opportunities to evaluate their learning and the product they are creating to enable them to assess their learning/ skills over time. By using constant evaluation of the process build into this the belief that we can feel positive and proud about what we create, this should instil self-confidence that we can then carry through to all areas of the curriculum.

COMPASSION (Motivation) – Children will be encouraged to relate where appropriate to the world around them and to draw inspiration from what they see, this will in turn support the use of each child’s observational skills. Consideration should be given to how objects we see daily work and are constructed fostering awe and wonder in each individual child. The notion that the world and its contents should not be taken for granted; Everything starts with a thought. Children will be motivated by their creations and the hands-on approach Design Technology offers to learning.

PRIDE (Knowledge)– Opportunities must be given to allow children to assess and evaluate each other’s work at regular stages in Design Technology lessons. Encourage positive comments but also fair and sensitively honest ones about how a product can be improved. Constructive criticism must be used and accepted in order to make what we do better, on the quest to strive for perfection. This will support the sense of pride that is felt when we have worked to the best of our ability.

RESPECT (Responsibility) – Children need to develop an awareness of all aspects of the world around them from the natural to the man made. Understand the concept that for something to be created it begins with a thought and then becomes part of a creative process to bring into being. It is this process we can all become part of by creating our own designs and products.

DEEP IDEAS (Curriculum Depth)

Targeted questioning to encourage deeper thinking.
 Having the opportunity to evaluate each other’s work, through the design stage and finished product: Being allowed time to constructively feedback on each other’s work.
 Reflect on personal achievement throughout the design and production stages.

There are three core activities children engage with in Design and Technology:
 Activities which involve investigating and evaluating existing products
 Focused tasks in which children develop particular aspects of knowledge and skills
 Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'

TESTING OUT KNOWLEDGE (Has it stuck? How do we know?)

Detailed evaluation of what we have produced and learnt on the production journey.
 A finished product has been made, that answers the design brief/ LO.
 Look at our finished product: How pleased am I with what I have made? Can I grade my creation?
 What have I learnt while making my product?