



Salford Priors Church of England Academy



Design and Technology Curriculum

Our curriculum drivers – Christian Values and Learning Qualities					
FAITH	HOPE	COURAGE	FORGIVENESS	PEACE	GENEROSITY
Resilience	Curiosity / Determination	Curiosity / Determination	Respect / Responsibility	Respect / Responsibility	Resourcefulness

‘Rooted in love and faith – Growing in hope and courage – Thriving in light and harmony’

Rooted	Growing	Thriving
To provide a carefully planned curriculum rooted in a clear progression of design and technology knowledge and practical skills to succeed in their next stage of learning and as a secure foundation for their future.	To ensure children grow as designers/engineers by supporting them to take risks and use their creativity and imagination to make products that solve real and relevant problems in a variety of contexts.	To ensure children thrive as designers/engineers who are resourceful, innovative, enterprising, and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Wherever we look, evidence of design is all around us. From chairs to hospital equipment, from clothes to websites, from advertisements on the side of a bus to playground equipment, everything has been designed. This curriculum aims to inspire students to think about the important and integral role which design, and the creation of designed products, play in our society. Our curriculum has been carefully sequenced using the DT Association Project on a Page to ensure children build up sequential knowledge of both designing and making and cooking and nutrition in a way that gives children the chance to build on prior learning, purposefully practice applying new knowledge and ultimately give our pupils the knowledge they need as they move onto the next stage of education and beyond.

Our curriculum is based on the six essentials of good practice in D&T devised by the DT Association. They are consistent with National Curriculum requirements and are applied whenever children are designing and making products as outlined below.

- User – children should have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, client, consumer or a specific target audience.
- 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.
- Functionality – children should design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics. In D&T, it is insufficient for children to design and make products which are purely aesthetic.
- 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.
- Innovation – when designing and making, children need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.

- Authenticity – children should design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.

In addition, children being taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task, across each of our DT units, the children encounter three types of D&T activity which build on current good practice and the requirements of the National Curriculum as a minimum expectation.

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

The DT Association Progression Framework outlines the series of developmental steps our children take as they move through our curriculum and helps us to assess whether children are on track to meet the end of key stage expectations in the National Curriculum.

Design and Technology - Long Term Planning Cycles

Structures	Food	Textiles	Mechanical Systems	Electrical Systems
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		Autumn	Spring	Summer
KS1 Year 1 and 2	Cycle A	Templates and joining techniques	Sliders and Levers	Wheels and axles (2)
	Cycle B	Wheels and axles	Preparing fruit and vegetables	Freestanding Structures
LKS2 Year 3 and 4	Cycle A	2D Shape to 3D Project	Levers and Linkages	Simple Programming and Control
	Cycle B	Shell Structures	Healthy and Varied Diet	Simple circuits and switches
UKS2 Year 5 and 6	Cycle A	Frame Structures	More Complex Switches and Circuits	Pulleys or Gears
	Cycle B	Cams	Celebrating Culture and Seasonality	Combining Different Fabric Shapes