



Ss Peter and Paul Catholic Primary School

Design Technology Curriculum

The curriculum has been written in conjunction with both Primary and Secondary colleagues within the BCCET. This has been done to ensure we deliver a joined up, relevant curricular diet which will feed from Key Stage Two into Key Stage Three without gaps in knowledge or practical skills. The smooth transition across Phases allows for a robust curriculum where pupils build on prior knowledge through revisiting and refining practical skills without repetition or omission.

Intent

To enable our pupils to have a thirst for knowledge, a toolkit of skills which links all of the curriculum and an aspirational approach to the future, all of which are underpinned by Gospel Values.

Through the delivery of our Design Technology curriculum, we aim to enthuse, inspire and challenge pupils to design and make products for a specific need or purpose; solving real and relevant problems within a variety of contexts. We will equip the children with the relevant practical skills to plan, execute and evaluate designs. As they move through school, those skills will be revisited and developed further. We aim to link work to other curriculum areas, such as Mathematics, Science, Engineering, Computing and Art. The children will be given opportunities to reflect upon past and present design technology, its uses and its effectiveness and will be encouraged to become innovators in their own right.

Implementation

DT is delivered in two topics per year: a food technology topic and a design and make topic.

Of course, some topics do not lend themselves to being sectioned into neat time slots of one hour (preparing, cooking and evaluating hot food) and so teachers are given the flexibility to deliver topics in the most meaningful and logical way.

Knowledge organisers are used to set contexts, support language and give examples of design and designers in the relevant field of study. Staff will be supported with “How to” examples via video clips.

Teachers are also provided with a “Stretch topic” to use in the final part of the summer term: this consists of looking at the types of skills needed for the coming

year's topics. *Please note, these have not been finalised with the trust at the time of writing.

Impact

By the time children are ready to move to Key Stage Three they will have:

- an excellent attitude to learning and independent working
- the ability to use time efficiently and work constructively and productively with others
- the ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs
- the ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely
- a thorough knowledge of which tools, equipment and materials to use to make their products
- the ability to apply mathematical knowledge and skills accurately
- the ability to manage risks exceptionally well to manufacture products safely and hygienically
- All skills and experience necessary to move swiftly into the Key Stage Three curriculum



Even very young pupils will use a number of different joining, measuring and assembly techniques on collaborative and individual projects.



Y6 Mobile phone cases.

Pupils will create design items reflecting 21st century living.

An Overview of Topics across Year Groups

| Year Group | Food and Nutrition | Design and Make | *Stretch Topic |
|------------|--------------------|--------------------|-------------------|
| 1 | Fruit Smoothies | Moving Picture | Using Templates |
| 2 | Sandwiches | Patchwork | Stable Structures |
| 3 | Fruit Crumble | Packaging | Smart Wearables |
| 4 | Pasta Sauces | Creative Shoes | Wheels and motors |
| 5 | Pretzels | Fairground Rides | Sewing stitches |
| 6 | Vegetable Curry | Mobile Phone cases | Structures |

*To be finalised with the Trust.

Policy Revised: September 2023

To be reviewed: September 2024