



What Design Technology looks like at Ledbury Primary School

We plan our creative curriculum so the children build a sense of belonging and being in the world in order to become skilled citizens.

Curriculum Intent

What a DT lesson looks like in our school:

- DT is taught in a cross-curricular way throughout the school with evidence on display, in books and on social media platforms to share with parents and the wider school community.
- Opportunities to inspire children's curiosity about design. Including giving a clear purpose for design projects.
- Opportunities to develop children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food.
- DT workshops and projects linked to topics.
- A range of DT resources available for each year group.
- Exciting DT topics incorporate the skills as required by the National Curriculum.
- Clear links with DT and Art. Each year group is allocated an artist for the year on which they will focus their art and DT skills, resulting in 7 artists/designers having been studied by the end of Primary School.
- The decision has been made that worksheets may be used in order to allow time to acquire skills.

This is our philosophy:

- High quality modelling and scaffolding of the skills leading to high quality design work.
- Encouraging children to use their creativity and innovation whilst thinking about important issues.
- Children learning through exploring different inventors and artists styles whilst acquiring new skills.
- Cross-curricular links wherever possible.

This is the Knowledge and understanding at each stage:

By the end of EYFS, pupils will have learnt:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used

By the end of key stage 1, pupils will have learnt:

- to select and use a range of tools, materials and equipment creatively to design and make products
- to use drawing, models and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of design techniques
- about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

By the end of key stage 2, pupils will have learnt:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of craft and design.
- to record their observations and use them to review and revisit ideas
- to evaluate and improve their mastery of design techniques with a range of materials
- about great architects and designers in history.

Cultural Capital

The opportunity to saw, cut, mould, join, etc. is something that many children are unable to access at home. By ensuring we have both the tools and the opportunity at school, all our children can learn these practical life skills from an early age. Pupils also have the opportunity to cook and prepare food, again something we consider to be essential knowledge. In addition, children are taught about a variety of engineers and engineering feats.

Curriculum Implementation

This is how it works:

- Design technology work is produced as a cross curricular or as a discrete subject showing a progression of skills.
- Work to be updated and displayed in classroom throughout the year.
- Collaborative work in each year group for topic/any subject.
- Collaborative work as a whole school community and displayed in celebration in the schools entrance hall.
- Collaborative school projects throughout the year.

This is what adults do:

- Positive modelling to eliminate errors within DT work.
- Create a learning environment rich in resources that support learning.
- Planning for exciting, relevant DT projects.
- Termly monitoring of planning and outcomes.
- Raised profile of DT through DT days and after school club.

	This is how we support and ensure access for all children, including SEND, EAL and PP: • Small group/1:1 adult support given where required. • Ensuring that a range of equipment and resources are available to ensure success for all pupils (e.g. different materials, additional templates etc). • We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills. • Pupils then receive additional support or resources. This is how we challenge: • Small group work to further challenge • Open-ended tasks • Through questioning • Encouraging self-evaluation and testing of ideas
Curriculum Impact	This is what you might typically see: • Happy and engaged learners • Paired/group work • Inspiring displays of work • A range of different activities including practical and use of Technology • Engagement and perseverance • Self-motivated children • Children talking positively about DT, sharing and reflecting on their learning This is how we know how well our pupils are doing: • Verbal feedback • Photo evidence/QR codes linking to videos of DT – well annotated either by child (KS2) or teacher (KS1) so that the journey of learning is clear including mistakes/misconceptions • Targeted use of LSPs- LSPs to support individual children • Monitoring of children’s progress

This is the impact of the teaching:

- Confident children who can talk about DT.
- Children who are enjoying their learning in DT.
- Children who are equipped with a range of skills and techniques to create different design creations and models.
- Children who know how to use and apply different tools and techniques.

Pupils develop detailed knowledge and skills and, as a result, achieve well. This is reflected in the work the pupils produce. Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes from their starting point.