DT in our schools

Curriculum Drivers

Ambitious: We aim to offer children the opportunity to design and make using a variety of tools and techniques. We celebrate every individual's work and give children the opportunity to share their voice about their work and evaluate the piece. We hold 'galleries' of our products to share their work with others.

Inclusive: We support all children regardless of their ability to access and fully engage in all aspects of DT. We do this through differentiation of tools, techniques and expectations. All work is celebrated. We encourage children to develop their DT skills in other subjects and during less structured time.

Knowledge Rich: We follow the national curriculum to ensure our lessons are coherently sequenced and provide a skills-based curriculum. We provide lots of opportunities for basic skills to be built on appropriately.

Fluent: We teach new skills during our DT lessons and then give children to opportunity to use and develop these skills in their own way. The children evaluate the work they have created and think about how they could improve or build upon skills.

Sequencing of content

Our curriculum is informed by National curriculum. DT is a skills-based subject. We have thought carefully about how we can extend pupils ability to design through teaching a skill, practising the skill, building up to a product and then evaluating their final piece.

Diversity

In DT we expose children to a wide variety of basic skills and techniques. We are conscious that we have a diverse cohort of children, some with a variety of SEND needs and aim to reflect every child's reality but also give them exposure to a wider choice of design opportunities.

Big Ideas:

Creative- For children to express their ideas in a variety of ways and have the confidence to explore new skills freely.

Enjoyment—We want enjoyment of DT to be in everyday lives. We want to offer a wide range of activities to encourage children to find an activity they are passionate about.

Skills based- We want the children to learn a variety of skills and transfer these skills into their own products.

Retrieval practice

We understand that children need to build on previous skills in order to make sense of new learning and build upon it. Our planning sequences ensure that we recap and reinforce previously taught skills. We encourage children to transfer the skills learnt into other subjects.