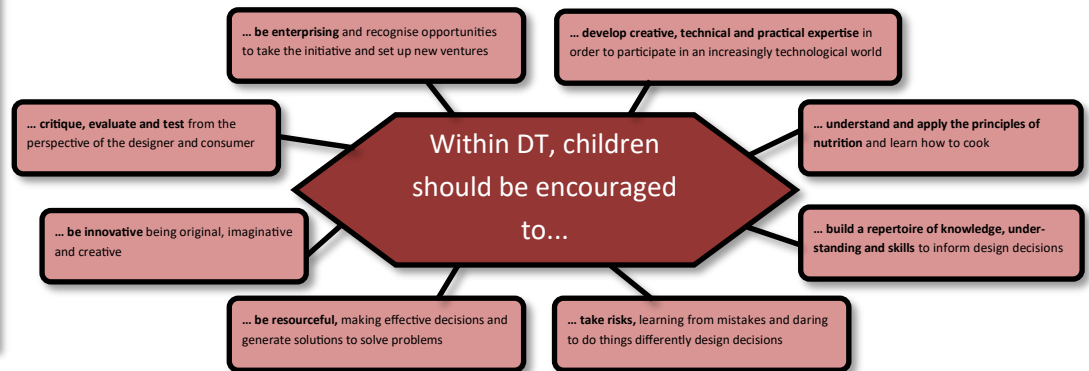




Design & Technology at West Jesmond aims to equip children to be able to design and make products that have real-life and relevant purposes, considering their own and others' needs, wants and values. Children are encouraged to appreciate, draw on and develop their understanding of existing products and to design improved, functioning products whilst being able to appreciate significance of local and historical designs.

Design & Technology:

“Designing and making SOMETHING for SOMEONE for A PURPOSE.”



The aims of our curriculum:

To equip children with the skills, knowledge and understanding of accurately designing and making functional products

To give children the opportunity to solve problems using creativity and imagination

To give children the opportunity to explore the designed and made local community in which we all share.

Key Stage 1

NATIONAL CURRICULUM

Key Stage 2

Design purposeful, functional and appealing products for themselves and others.

Develop and communicate ideas through talking, drawing, mock-ups and ICT.

Create by selecting from and using a range of tools and equipment to perform practical tasks.

Select from and use a wide range of materials and components.

Evaluate and explore a range of existing products. Evaluate their own ideas and products against design criteria.

Technical Knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable.

Explore mechanisms such as levers, sliders, wheels and axles in their products.

Design using research and develop design criteria to inform the design of innovative, functional and appealing products.

Develop and communicate ideas through annotated sketches, cross-sectional and exploded diagrams and computer-aided design.

Create, selecting from and using a wider range of tools and equipment with accuracy.

Select from and use a wider range of materials and components according to their functionality and aesthetic qualities.

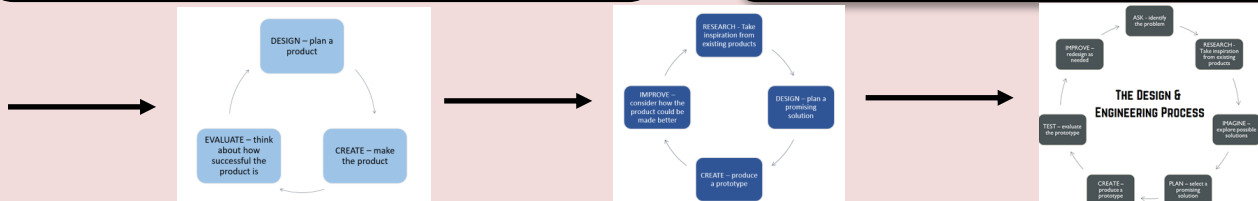
Evaluate, investigate and analyse a range of existing products. Evaluate their own ideas and consider the views of others against their own design criteria.

Understand how key events and individuals in D&T have helped shape the world.

Technical Knowledge: Apply understanding of how to strengthen, stiffen and reinforce existing structures.

Understand and use mechanical and electrical systems in their products.

Apply understanding of computing to program, monitor and control their products.



Curriculum Design

We follow the **National Curriculum Programme of Study**.

We use **WJPS Progression of Skills Documents** as a guide for pitch and expectation to ensure progression throughout a phase, key stage and whole school journey. Year group teams plan collaboratively using a planning format that suits their requirements to complement and support other subjects only where appropriate, and exploring local connections.

Resources to support learning

Projects on a Page provide information on key skills, techniques and methods with what equipment is required. There is also the vocabulary appropriate to that task and section of the DT curriculum, and suggestions for Focused Tasks—the individual stepping stones that can be used to formulate lessons and develop skills with the DCE model.

[KAPOW](#)—lesson plans, ideas and videos geared towards specific year groups.

Recording, Feedback and Assessment

Practical work and practising of the skills can be recorded in the Art & Design books where relevant and appropriate. If this is not practical/appropriate, photos and videos can be uploaded to Seesaw by the children or teacher, with opportunities for children's reflections—spoken/typed.

After they have had a chance to practise and demonstrate a skill, children should reflect using a traffic light system (coloured/initialed to suit KS) on a combination of the skills in focus and the product that they have planned and/or made in their Art & Design books. Teachers should respond to the children's self assessment promptly to ensure that children feel their work is valued, and comment where appropriate.

Lesson Design

Projects should focus on refining skills that will enable a particular outcome, part of the Design-Make-Evaluate model.

Over the course of their West Jesmond journey, children should embed and apply the skills that they have accumulated to design and/or make a product for a specific user and a specific purpose.

Opportunities should be given for discussion and developing collaborative skills, as well as personal reflections about the product and the skills used.

Wider Curriculum Links and Opportunities

Maths skills should be applied to investigations and opportunities given to be practiced. Supporting our wider Eco Curriculum—effective and mindful approach to reducing waste and recycling.

DT projects can be used a stimulus for English and vice versa.

Links to Humanities, Computing and Science topics where appropriate, with reference to relevant engineers and local links.

Wider links to ELGs in the EYFS.