



Uniquely Different, United Together, Universally Prepared

At South Molton United Church of England Primary School, children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

Curriculum Statement for the teaching and learning of DT 2022-23

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| <p>INTENT</p> | <p>Design Technology helps us learn the process of identifying, planning, making and testing a product for a user. We can use our understanding in other areas of learning such as Maths and Computing to develop the products we design and make. We learn key skills in cooking, textiles and constructing three dimensional products that are built on incrementally, each year. We learn how to use a range of tools and processes. We meet people from the design and technology industries to help us find out about jobs that we could have in the future. We learn about amazing creations and creators. We develop practical skills and understanding that help us for life.</p> | | |
| <p>UNDERPINNED BY</p> | <p>The teaching of knowledge, skills and understanding</p> | <p>The application of skills, knowledge and understanding</p> | <p>Vocabulary</p> |
| | <p>Product research</p> <p>Share industry links</p> <p>Modelling of the plan-design-make-evaluate process</p> <p>Project on a page plans</p> | <p>The experience of the plan-design-make-evaluate process</p> <p>Use of scaffolds, tools and technology to execute plans and designs.</p> <p>Projects on a page</p> | <p>3D Products: wind, mechanism, structure, cantilever, shaduf, pop-up, product, automata, construct</p> <p>Textiles: stitch, template, puppet, pattern, cross-stitch, dye, embroider, costume, traditional, design, Computer Aided Design</p> <p>Cooking: roll, chop, grate, beat, peel, slice, knead, course, meal</p> <p>Process: Research, design, plan, make, evaluate</p> |

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| IMPLEMENTATION | Curriculum Approach | External Stimuli | Extra-Curricular Enhancements |
| | Projects on a page (see planning documentation) | Industry experts e.g. Eaton, Bray Leino, South Molton Meddlers | Jaguar Club Eco Club Lego Club Large loose parts for construction |
| | Resources | Questioning | Showcase opportunities |
| Dowel Wood Tools-saws, hammers, screwdrivers Nails and pins PVA glue Card Split Pins Felt Needles and thread | What do you notice? Can you tell me more? Why? What would happen if? | Presentation in collective worship 'Trade Show' in the hall Christmas Fayre Lantern Parade School website and SMUPS Instagram digital gallery SMUPS Tapestry/Youtube | |
| Teaching Approaches | Home Learning Opportunities | Audience and Purpose | |
| Hands on, experiential problem solving challenges. 'How to' demonstration. | DT based design projects and research | Users identified on curriculum overview | |
| By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, knowledge and processes specified in the relevant programme of study. | | | |

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| IMPACT | <p>PUPIL VOICE</p> <p>Pupil conferencing</p> <p>Recording of what children say throughout DT projects, use of speech bubbles and videoing.</p> <p>PEG DT annual interviews.</p> | <p>EVIDENCE IN KNOWLEDGE</p> <p>'Tradeshow' presentations</p> <p>Pupil conferencing</p> <p>Recording of what children say throughout DT projects, use of speech bubbles and videoing.</p> |
| | <p>EVIDENCE IN SKILLS</p> <p>Finished DT products</p> <p>Documentation including planning, designs and evaluation.</p> <p>Use of tapestry and youtube to photograph and document children making and what they say about their products.</p> | <p>EVIDENCE IN UNDERSTANDING</p> <p>Project Showcase</p> <p>Project evaluations</p> <p>Through discussion.</p> |