

Links with other subject areas

Wherever possible we aim to link the current area of study in Design and Technology with other areas of the curriculum being studied. This could be as part of the current learning, or as an opportunity to revise and link back to previous learning.

If the study includes a focus geographical area, where possible there will always be study of a landmark as a feature of that location.

There are links with Science and PSHE when children learn about nutrition and keeping healthy when designing and making food, as well as in KS2 when they create products using electrical circuits.

The safe use of tools is an important part of our wider Safeguarding and Safety curriculum.

Research Base:

Tom Sherrington: Rosenshine's Principles in Action
The Design and Technology Association www.data.org.uk

Teaching and Learning in Design and Technology



Hamble Primary School

023 80453298

By working together we help our children to succeed.

At Hamble Primary School we are committed to providing the best possible educational outcomes for all children. We aim to ensure that children leave us with the design and technology knowledge and skills specified within the National Curriculum: <https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study>

Design and Technology involves two important elements - learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users. Children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.

Each Design and Technology unit will also focus on one or more **specific skills**. These skills are:

- **Think critically** when making choices during the design process, referring to purpose and suitability of materials and methods.
- **Be proficient** in technical and practical skills needed to design and make a product. (This is separated into the domains: Construction and Materials; Cooking and Nutrition; and Other Techniques.)
- **Use appropriate vocabulary** when testing, analysing and evaluating own work and that of others.
- **Make connections** to knowledge and skills drawn from other disciplines, solving real and relevant problems and drawing on work of key events and individuals.

The Design and Technology Learning Journey at Our School

1. Evaluate and Review: Explore existing products and evaluate their effectiveness and suitability for purpose. Establish the techniques needed for children to design and make their own product.

2. Revision of previous skills and teaching of new techniques: What do the children already know? What skills will they have previously encountered? What is the new learning? Direct instruction of new techniques.

3. Active Practice: The children are given structured opportunities to apply and practise previous and newly taught practical skills. Children use ongoing evaluation of their own methods to decide how they may apply these skills in their own designs.

4. Plan and Do: Children then use all that they have learned to plan and make a product. There is a clear focus on purpose and children are encouraged to justify the choices they make. They will apply the practical skills they have practised discretely in previous sessions in purposeful, individual context.

5. Evaluate and Review: Children review their own independent practice and finished product. Does their product fit with their intended plan? How effective do the children feel they have been at applying new knowledge and skills and building upon previous learning?