

Design Technology at St Cleopas



Our Academy Vision is inspired by this bible verse:

John 13:34 “As I have loved you, so you must love one another, then everyone will know that you are my disciples”.

St Cleopas is an inclusive community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all.

Our Academy Values: At St Cleopas, we aim to develop all pupils so that they achieve and succeed. This happens in a caring, welcoming and loving environment based firmly on our Christian values:

Friendship – Respect – Joy – Compassion – Forgiveness – Courage

Contents Page

Page Number	Information
3	What Design Technology at St Cleopas looks like
4-5	Design Technology Intent, Impact and Implementation
5 - 10	Design Technology Policy
11-12	Long Term Overview
13-16	Planning
16	Prior Learning and Assessment KS1/KS2
17-20	Key Skill Progression Map
21 - 22	Vocabulary Progression Map
23	SEND and Inclusion
23 - 26	Greater Depth Learning
26	Design Technology across the curriculum
26	Resources

What Design Technology at St Cleopas looks like

Our Vision and Principles

Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems, within a variety of contexts, considering their own and others' needs, wants and values. At St Cleopas Primary School, children are taught to select and use appropriate tools safely and effectively to make a product. In all areas of Design Technology the children are encouraged to consider the effectiveness of their designs and requirements of the product. Every child will have the opportunity to learn and extend their understanding, experience and application in the use of technology, including computing and programming, in as wide a variety of situations as possible.

Our Principles

Each project addresses the six design and technology principles – user, purpose, functionality, design decisions, innovation and authenticity.

User

Children should have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, client, consumer or a specific target audience.

Purpose

Children should know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.

Functionality

Children should design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics. In D&T, it is insufficient for children to design and make products which are purely aesthetic.

Design Decisions

When designing and making, children need opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.

Innovation

When designing and making, children need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.

Authenticity

Children should design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.

Design Technology - Intent, Impact and Implementation

Intent

We intend to build a Design Technology curriculum which is inspiring, rigorous and practical. We want children to use creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values. We intend for all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum. It is our aim to create strong cross curricular links with other subjects, such as Mathematics, Science, Computing and Art. We want Design Technology to prepare our children, to give them opportunities, responsibilities and experiences they need to be successful in later life.

Implementation

Key Stage 1 and 2

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum.

This is implemented through:

- A well thought out, whole school, yearly overview of the DT curriculum which allows for progression across year groups in all areas of DT (textiles, mechanisms, structures, food and electrical systems).
- Well planned and resourced projects providing children with a hands-on and enriching experience.
- A range of skills being taught ensuring that children are aware of health and safety issues related to the tasks undertaken.
- Teachers being given ownership and flexibility to plan for Design and Technology.
- Each project from Year 1 to Year 6 addressing the principles of designing, making, and evaluating and incorporating relevant technical knowledge and understanding in relevant contexts.
- Pupils being introduced to specific designers, chefs, nutritionists, etc. helping to engender an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future.

Early Years Foundation Stage

During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have the opportunities to learn to:

Use different media and materials to express their own ideas.

- Use what they have learnt about media and materials in original ways, thinking about form, function and purpose.
- Make plans and construct with a purpose in mind using a variety of resources.
- Develop skills to use simple tools and techniques appropriately, effectively and safely.
- Select appropriate resources for a product and adapt their work where necessary.
- Cook and prepare food adhering to good health and hygiene routines.

Impact

Children will have clear enjoyment and confidence in Design and Technology that they will then apply to other areas of the curriculum. Through carefully planned and implemented learning

activities the pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They gain a firm foundation of knowledge and skills to see them equipped to take on further learning in Secondary School and beyond. Pupil's skills and knowledge are assessed ongoingly by the class teacher, throughout lessons and a summative assessment is completed termly. This informs the Design Technology coordinator of any further areas for curriculum development, pupil support and/or training requirements for staff, EYFS pupils' progress and attainment tells us whether each individual child is below expected, at expected or above expected attainment for their age.

Design Technology Policy

1. Aims and Objectives

At St Cleopas Primary School we aim to:

- Develop in children an understanding of the designing and making process, the need to evaluate existing ideas and products and an ability to work through the design and technology process confidently.
- Ensure that, by the end of Key Stage 2, children are able to work more independently, and with confidence in Design Technology.
- Ensure that children are able to identify opportunities for Design Technology activities by observing more closely the objects around them.
- Make children more aware of the ways in which everyday objects have been designed and made.
- To enable children to become more confident and skilled in using the range of tools and materials available in the school.

The National Curriculum for Design Technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Technical Knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
- Apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- Understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

2. SEND and Inclusion

All staff will be expected to give every pupil the chance to experience success in their learning regardless of ability, gender, race or cultural background. Teachers ensure that the curriculum is appropriate for the needs of the children and use adaptive teaching to support and challenge all learners.

The majority of learning in Design Technology takes place through practical work with a result that pupils, for whom English is an additional language, will not be disadvantaged. The different beliefs and practices which the children have, will be taken into account when working with food, materials and design. Pupils with physical difficulties will be supported with certain practical tasks and have extra opportunities for practice.

Children have equal opportunities to develop their understanding and enjoyment of Design Technology regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

3. Health and Safety

While individual class teachers must judge for themselves whether or not their class is able to use a particular resource the following guidance must be adhered to:

The class teacher will be responsible for the health and safety of themselves, support staff, pupils and visitors within the class. Pupils should be made aware of hazards, risks and risk control and encouraged to:

- collect, use and return tools and equipment safely
- follow clear instructions
- only move around the classroom when necessary
- wear safety equipment whenever necessary
- ensure they handle and cook food hygienically and safely

All staff at St Cleopas MUST read and adhere to the DT risk assessment form and fully understand health and safety risks that could occur in the classroom and around school. This can be found on the school's website

Risk Assessment for Design Technology Sessions

Task, activity, tool or environment	Hazards	Who is at risk	Actions taken to reduce or eliminate the risk	Probability	Risk
Using PVA Glue	Contact with skin, hair eyes etc ingesting	All participants	- Participants instructed not to use excessive amounts and to avoid spillages. - Spillages should be cleaned up promptly. - Only approved products are to be used. - Adhesives to be water based rather than solvent based and be non-toxic. - Participants should wash their hands after use. - Remind particularly young or SEN children they should not eat the glue and monitor the children.	Possible	Low Risk
Cool melt Glue guns (I DO NOT advise/ use hot melt guns in primary. Temperature s in the range 160 to 190 C.)	Burns, due to hot components and glue Electrical faults Trips on wires	All participants	Use only cool melt glue guns - considered safer. Temperature range 90 and 110 C - Participants are supervised during the activity and given instruction in the safe use of any equipment used. - Explain the risks and demonstrate the safe use. - Point out good practice for handling and placing the glue gun on the table. - Inform participants what to do if glue comes into contact with their skin – rub it to remove it immediately. - Only 2 participants to be at the glue gun table at a time – one on either end. - Use pegs to clamp the cardboard where possible. - Turn off the glue guns when they are not going to be used for 40mins or more. - Any electrical equipment should be regularly tested for electrical safety. - Keep wires at the back and tangle free. Not trailing over walk ways. - Use cold water to treat any burns quickly.	Possible	Medium Risk
Scissors	Cuts and nips	Children	- Only safety end and round-headed scissors are used. - Pupils are appropriately supervised during the activity and given instruction in the safe use of any equipment used.	Possible	Low Risk

4. Planning, Teaching and Learning

At St Cleopas Primary School, we view Design Technology as a mastery subject where teachers plan opportunities for children to use skills they have acquired in other subjects, particularly Maths, Science, History and Art and Design. These links will only be made when they enrich the Design Technology Curriculum.

Each year, children will be taught three Design Technology units, one each term. To ensure that children in mixed classes don't repeat topics, Design Technology will be taught in two cycles; Cycle A and Cycle B. Children must cover the areas of Design Technology which are stated in the table below.

EYFS	KS1	Lower KS2	Upper KS2
Construction Food and Nutrition Materials	Mechanisms Textiles Structures Food and Nutrition	Mechanical Systems Electrical Systems Textiles Structures Food and Nutrition	Mechanical Systems Electrical Systems Textiles Structures Food and Nutrition

In each unit, children will follow a this sequence:

User and purpose	Exploration	Designing	Making	Evaluation	Making improvements
------------------	-------------	-----------	--------	------------	---------------------

They will also be given opportunities to handle and use a wide range of materials, developing their knowledge and understanding of these through practical design and make activities.

The work undertaken should be practical, enjoyable and relevant for all children. All children with special educational needs will be given the opportunity to undertake design and technology activities. All design and technology activities will ensure an equal interest and participation level for both boys and girls. While resources are stored in a central storage area, where possible, children should be presented with a choice of tools and resources so that they are best able to meet their designs effectively. (For appropriate use of resources please refer to the Health and Safety section of the policy.)

5. Assessment, Attainment and Progress

The Subject Coordinator's plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

Before each unit, teachers establish the pupils' level of knowledge, understanding and skills. These assessments are used to refine planning to make it suitably challenging.

Children are given verbal feedback throughout their unit of work. Comments are written on teacher plans which apply to the learning objective and planning is evaluated. Teachers then adjust plans to reinforce knowledge and understanding or further extend pupils knowledge. Photographic evidence or pieces of work are kept by each year group. These are used for future plans and to aid the pupils understanding.

6. Assessment, Recording and Reporting

Pupils will be provided with a project booklet for each unit of work they complete. This will allow the pupils to record their observations, designs, evaluations and much more in a coherent and organised manner. The medium term curriculum plans will form in D&T an aspect of the record of D&T taught, with detailed teacher input to support staff as much as possible.

Coherence of assessment across the school is supported by discussion and consultation between staff. Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work.

Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products. The class teacher monitors progress in D&T by:

- informal discussions with children;
- assessing work and progress;
- observing children.

7. Resources

We have sufficient resources in our school to be able to teach all our Design Technology units. We keep resources for DT in a shared area, where they are clearly labelled. Every year, the Design Technology lead will audit resources which will be needed for each unit and will ensure that they are ordered in time for the next academic year. The Design Technology lead has developed plans for teachers and reviews these plans on a yearly basis.

8. Monitoring and Review

The coordination and planning of the DT curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in DT, providing colleagues with CPD sessions to improve their confidence and knowledge when teaching the subject and providing a strategic lead and direction for this subject.
- Use specially allocated management time to review evidence of the children's work, and observe DT lessons across the school.
- Quality of teaching and learning in DT is monitored and evaluated by the head teacher, SLT and DT subject lead as part of the school's agreed cycle of lesson observations and learning walks.

Long Term Overview and Planning

Cycle 1

	EYFS	KS1	LKS2	UPKS2
Autumn	Construction	Moving Creatures Mechanisms Levels	Monster Heads Mechanisms Hydraulics	CAMS Toys Mechanisms
Spring	Materials	Vehicles Mechanisms	Torches Electrical Systems	Food Minestrone Soup Food Technology
Summer	Food Technology	Pizzas Food Technology	Bags Textiles	Microbit Nightlight Programming and Electrical Systems

Cycle 2

	EYFS	KS1	LKS2	UPKS2
Autumn	Construction	Moving Creatures Mechanisms Levers	Bridges Structures	Textiles Funky Furnishings
Spring	Materials	Zoo Habitat Structures	Mexican Food Food Technology	Types of Burgers Food Technology
Summer	Food Technology	Teddy Bear's Picnic Food Technology	Toys Mechanisms Pulleys and Levers	Spinning Fairground Ride Structures and Electrical Systems

Planning

KS1 and KS2

The school uses the National Curriculum 2014 as the basis for implementing the requirements of the programmes of study for Design Technology. We use PlanBee and Twinkl as resources as well as the guidance of Stephanie O'Donnell, who specialises in CPD sessions for teachers to ensure effective skills, progression and knowledge. The Design Technology lead provides teachers with a Medium Term Plan too. Through this combination, teachers plan effective lessons that are child centred and satisfy the objectives of the National Curriculum.

St Cleopas' Medium Term Plan

KS1	Textiles Puppets	Year 1 Materials: Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Textiles: Shape textiles using templates. Colour and decorate textiles Year 2 Materials: Measure and mark out to nearest cm. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Textiles: Join textiles using running stitch. Colour and decorate textiles using a number of techniques	1. Evaluate different types of puppets. Look at how they are made. 2. Discover how materials are joined together – staples, split pins, glue, etc... 3. Skill – Learn and practise how to create a straight stitch. GD – How to attach buttons through stitch. 4. Design and label a puppet. 5. Make a puppet. 6. Evaluate the puppet. Vocabulary: Fabric, hand puppet, threads, needle, cut, shape, join, line stitch, cross stitch, buttons, staple, etc...
-----	-----------------------------	---	---

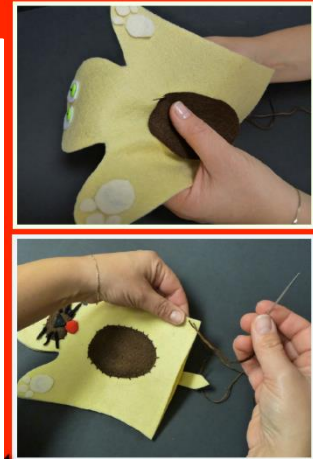
Plan Bee

Puppets

Design & Technology	Year 2	Lesson 4 of 6
Learning Objective		Resources
To be able to design a glove puppet.		Slides Worksheet 4A/4B/4C Design Criteria Cards (FSD? activity only)
Teaching Input		
- Tell children that over the next few lessons they will be using what they have learnt about working with fabric to design, make and evaluate a glove puppet. Show children some different glove puppets on the slides. How do you think you could make a glove puppet? Children to think, pair, share their ideas. - Go through the step-by-step photos on the slides for how to make a basic glove puppet, including making a template and adding features, such as ears. - What kind of glove puppet do you think you would like to make and why? Children to discuss their ideas with a partner. What else could you add to your glove puppet? - Explain to the children that today they will be designing their glove puppet so that they can make them next lesson. What do we need to think about when we are designing a product? Write a list of questions on the board based on the children's feedback, e.g. What materials and tools will I need? Who am I designing my product for? How will I join the different parts together? etc.		
Main Activity		
<u>Lower ability:</u> Children to design their glove puppet on worksheet 4A (there is a matching template in lesson 5 for when they come to make their puppet). Tell children that they will be gluing their puppets instead of sewing.	<u>Middle ability:</u> Children to design their puppet on worksheet 4B. Children to choose whether they will glue or sew their puppet, or use a mixture of both (e.g. sew on eyes, nose, etc., but glue the two parts together).	<u>Higher ability:</u> Children to design their puppet on worksheet 4B. EXTEND - when finished, children to describe the steps they will take to make their puppet on worksheet 4C.
Fancy something different...?		
- Ask children to choose one of the Design Criteria cards. What kind of puppet could you make for this person? What colours do you think they would like? - Children to design their puppet on one of the worksheets or on plain paper.		
Plenary	Assessment Questions	
Ask children to share their design with a partner and explain how they will make their puppet. Do you think your partner has included everything they need to include in their design? If not, what have they missed out?	- Can children design a glove puppet for a particular purpose? - Can children describe what materials and tools they will need to make their puppet? - Can children describe the steps they will need to take to make their puppet?	

It is a good idea to sew all the decoration onto the front and back of your puppet before sewing the two sides together. This puppet is getting his tummy sewn on!

Once you have put the eyes, nose, mouth, tail and any other features on your puppet, you can start sewing the two parts together.



Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for DT. The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design.

DT		
Three and Four-Year-Olds	Personal, Social and Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World	• Explore how things work.
	Expressive Arts and Design	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception	Physical Development	• Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

ELG	Physical Development	Fine Motor Skills	• Use a range of small tools, including scissors, paintbrushes and cutlery. • 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.
	Expressive Arts and Design	Creating with Materials	

Prior Learning and Assessment in Design Technology

Prior Learning

It is usual for any person embarking upon a journey to have a map. Across all of our curriculum units at St Cleopas, children use a concept map to record their learning and discoveries as they journey through. This question and concept map is a key tool for assessment, linking lesson content, questions and outcomes within units. They provide strong evidence of knowledge and understanding of prior knowledge, allowing children to reflect on previously taught content and make connections and comparisons. It also serves as a post-assessment task, clearly showing the progress in knowledge and skills gained across a taught unit.

Assessment

Teachers assess learning in Design Technology at the end of each unit against the relevant statements from The National Curriculum. Teachers must plan and carry out lessons that give children opportunities to meet or exceed the expected learning objectives for each unit. Teachers will use a range of resources to make judgements such as Design Technology sketchbooks, oral feedback and photographs and videos of children's products.



Design Technology Progression Map

Design and Technology

Progression Map

End of Year EYFS Expectations

Expressive Arts and Design (Exploring and Using Media and Materials)
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Physical Development (Moving and Handling)

Children handle equipment and tools effectively, including pencils for writing.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

Design

Pupils should be taught to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria;
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

Pupils should be taught to:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

Pupils should be taught to:

- explore and evaluate a range of existing products;
- evaluate their ideas and products against design criteria.

Technical Knowledge

Pupils should be taught to:

- build structures, exploring how they can be made stronger, stiffer and more stable;
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes;
- understand where food comes from.

Key Stage 2 National Curriculum Expectations

Design

Pupils should be taught to:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

Pupils should be taught to:

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

Pupils should be taught to:

- investigate and analyse a range of existing products;
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;
- understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors];
- apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet;
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Please note, the National Curriculum for KS2 states that children should 'generate, develop, model and communicate their ideas through computer-aided design'. In most units, there will be lessons where children focus on creating designs for their products: these designs could easily be created using computer-aided design according to the software your school has access to. However, this has not been specified throughout these lessons due to the wide variety of software schools may use. To cover this National Curriculum aim, schools will need to adapt the plans as necessary.

	KS1	LKS2	UKS2
Design	KS1 Design and Technology National Curriculum Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. Children design purposeful, functional, appealing products for themselves and other users based on design criteria. They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Children can: - use their knowledge of existing products and their own experience to help generate their ideas; - design products that have a purpose and are aimed at an intended user; - explain how their products will look and work through talking and simple annotated drawings; - design models using simple computing software; - plan and test ideas using templates and mock-ups; - understand and follow simple design criteria; - work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.	KS2 Design and Technology National Curriculum Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Children can: - identify the design features of their products that will appeal to intended customers; - use their knowledge of a broad range of existing products to help generate their ideas; - design innovative and appealing products that have a clear purpose and are aimed at a specific user; - explain how particular parts of their products work; - use annotated sketches and cross-sectional drawings to develop and communicate their ideas; - when designing, explore different initial ideas before coming up with a final design; - when planning, start to explain their choice of materials and components including function and aesthetics; - test ideas out through using prototypes; - use computer-aided design to develop and communicate their ideas (see note on p. 1); - develop and follow simple design criteria; - work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.	KS2 Design and Technology National Curriculum Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Children can: - use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; - use their knowledge of a broad range of existing products to help generate their ideas; - design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; - explain how particular parts of their products work; - use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; - generate a range of design ideas and clearly communicate final designs; - consider the availability and costings of resources when planning out designs; - work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.

Make	KS1 Design and Technology National Curriculum Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making. Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Children can: Planning - a with support, follow a simple plan or recipe; - b begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; - c select from a range of materials, textiles and components according to their characteristics; Practical skills and techniques - d learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; - e use a range of materials and components, including textiles and food ingredients; - f with help, measure and mark out; - g cut, shape and score materials with some accuracy; - h assemble, join and combine materials, components or ingredients; - i demonstrate how to cut, shape and join fabric to make a simple product; - j manipulate fabrics in simple ways to create the desired effect; - k use a basic running stitch; - l cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; - m begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.	KS2 Design and Technology National Curriculum Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making. Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately. They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Children can: Plan - a with growing confidence, carefully select from a range of tools and equipment, explaining their choices; - b select from a range of materials and components according to their functional properties and aesthetic qualities; - c place the main stages of making in a systematic order; Practical skills and techniques - d learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; - e use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; - f with growing independence, measure and mark out to the nearest cm and millimetre; - g cut, shape and score materials with some degree of accuracy; - h assemble, join and combine material and components with some degree of accuracy; - i demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; - j join textiles with an appropriate sewing technique; - k begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.	KS2 Design and Technology National Curriculum Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making. Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Children can: Planning - a independently plan by suggesting what to do next; - b with growing confidence, select from a wide range of tools and equipment, explaining their choices; - c select from a range of materials and components according to their functional properties and aesthetic qualities; - d create step-by-step plans as a guide to making; Practical skills and techniques - e learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; - f independently take exact measurements and mark out, to within 1 millimetre; - g use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; - h cut a range of materials with precision and accuracy; - i shape and score materials with precision and accuracy; - j assemble, join and combine materials and components with accuracy; - k demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; - l join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; - m refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.
------	--	---	---



Evaluate	KS1 Design and Technology National Curriculum Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria. Children can: - a explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; - b explain positives and things to improve for existing products; - c explore what materials products are made from; - d talk about their design ideas and what they are making; - e as they work, start to identify strengths and possible changes they might make to refine their existing design; - f evaluate their products and ideas against their simple design criteria; - g start to understand that the iterative process sometimes involves repeating different stages of the process.	KS2 Design and Technology National Curriculum Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They understand how key events and individuals in design and technology have helped shape the world. Children can: - a explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; - b explore what materials/ingredients products are made from and suggest reasons for this; - c consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; - d evaluate their product against their original design criteria; - e evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.	KS2 Design and Technology National Curriculum Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They understand how key events and individuals in design and technology have helped shape the world. Children can: - a complete detailed competitor analysis of other products on the market; - b critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; - c evaluate their ideas and products against the original design criteria, making changes as needed.
----------	---	---	--

Technical Knowledge

KS1 Design and Technology National Curriculum Children build structures, exploring how they can be made stronger, stiffer and more stable. They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Children can: - a build simple structures, exploring how they can be made stronger, stiffer and more stable; - b talk about and start to understand the simple working characteristics of materials and components; - c explore and create products using mechanisms, such as levers, sliders and wheels.	KS2 Design and Technology National Curriculum Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. They apply their understanding of computing to program, monitor and control their products. Children can: - a understand that materials have both functional properties and aesthetic qualities; - b apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; - c understand and demonstrate how mechanical and electrical systems have an input and output process; - d make and represent simple electrical circuits, such as a series and parallel, and components to create functional products; - e explain how mechanical systems such as levers and linkages create movement; - f use mechanical systems in their products.	KS2 Design and Technology National Curriculum Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. They apply their understanding of computing to program, monitor and control their products. Children can: - a apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; - b understand and demonstrate that mechanical and electrical systems have an input, process and output; - c explain how mechanical systems, such as cams, create movement and use mechanical systems in their products; - d apply their understanding of computing to program, monitor and control a product.
--	---	--

Cooking and Nutrition

KS1 Design and Technology National Curriculum Children use the basic principles of a healthy and varied diet to prepare dishes. They understand where food comes from. Children can: - a explain where in the world different foods originate from; - b understand that all food comes from plants or animals; - c understand that food has to be farmed, grown elsewhere (e.g. home) or caught; - d name and sort foods into the five groups in the Eatwell Guide; - e understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; - f use what they know about the Eatwell Guide to design and prepare dishes.	KS2 Design and Technology National Curriculum Children understand and apply the principles of a healthy and varied diet. They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Children can: - a start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world; - b understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; - c with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven; - d use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; - e explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes; - f understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; - g prepare ingredients using appropriate cooking utensils; - h measure and weigh ingredients to the nearest gram and millilitre; - i start to independently follow a recipe; - j start to understand seasonality.	KS2 Design and Technology National Curriculum Children understand and apply the principles of a healthy and varied diet. They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Children can: - a know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; - b understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; - c understand that food is processed into ingredients that can be eaten or used in cooking; - d demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; - e demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; - f explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; - g adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; - h alter methods, cooking times and/or temperatures; - i measure accurately and calculate ratios of ingredients to scale up or down from a recipe; - j independently follow a recipe.
---	--	--

Design Technology Vocabulary Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Skills	design designer materials tools construct	design designer materials tools construct brief product evaluate problem-solving	design designer materials tools construct brief product evaluate problem-solving label technology	design designer materials tools construct brief product evaluate problem-solving label technology intended user annotated sketch component	design designer materials tools construct brief product evaluate problem-solving label technology intended user annotated sketch component t design criteria computer-aided design	design designer materials tools construct brief product evaluate problem-solving label technology intended user annotated sketch component design criteria computer-aided design cross-sectional diagram	design designer materials tools construct brief product evaluate problem-solving label technology intended user annotated sketch component design criteria computer-aided design cross-sectional diagram exploded diagram innovation
Construct	make cut join strong	make cut join strong moving picture mechanism lever slider pivot construct structure bridge stable wheels axle chassis slider	make cut join strong moving picture mechanism lever slider pivot construct structure bridge stable buoyant water-proof wheels axle body cab dowel gear chassis slider	make cut join strong moving picture mechanism lever slider pivot construct structure bridge stable buoyant water-proof wheels axle body cab dowel gear chassis slider lever fastener pulley moving part linkage fixed / loose pivot battery cell/bulb buzzer circuit motor switch	make cut join strong moving picture mechanism lever slider pivot construct structure bridge stable buoyant water-proof wheels axle body cab dowel gear chassis slider lever fastener pulley moving part linkage fixed / loose pivot net accuracy packaging shelf-	make cut join strong moving picture mechanism lever slider pivot construct structure bridge stable buoyant water-proof wheels axle body cab dowel gear chassis slider lever fastener pulley moving part linkage fixed / loose pivot net accuracy packaging shelf-appearance battery cell/bulb buzzer circuit motor switch wire capacitor	make cut join strong moving picture mechanism lever slider pivot construct structure bridge stable buoyant water-proof wheels axle body cab dowel gear chassis slider lever fastener pulley moving part linkage fixed / loose pivot net accuracy packaging shelf-appearance battery cell/bulb buzzer circuit motor switch wire capacitor light-emitting diode (LED) resistor transistor hydraulics triangulation strengthen reinforce architect load transport monitor program

				wire hydraulics	appeal battery cell/bulb buzzer circuit motor switch wire hydraulics	light-emitting diode (LED) resistor transistor hydraulics triangulation strengthen reinforce architect CAMS	CAMS
Cooking and Nutrition	ingredients healthy cook taste	ingredients healthy cook taste chopping board hygiene chef peel	ingredients healthy cook taste chopping board hygiene chef peel balanced nutritious appealing	ingredients healthy cook taste chopping board hygiene chef peel balanced nutritious appealing utensils slice dice recipe texture	ingredients healthy cook taste chopping board hygiene chef peel balanced nutritious appealing utensils slice dice recipe texture grown reared local producer seasonal produce dough knead	ingredients healthy cook taste chopping board hygiene chef peel balanced nutritious appealing utensils slice dice recipe texture grown reared local producer seasonal produce dough knead cross - contamination seasonality spices	ingredients healthy cook taste chopping board hygiene chef peel balanced nutritious appealing utensils slice dice recipe texture grown reared local producer seasonal produce dough knead cross - contamination seasonality spices deconstructed food cooking techniques
Textiles	needle thread fabric	needle thread pin fabric pattern piece running stitch	needle thread fabric pin pattern piece applique embroidery running stitch	needle thread fabric pin pattern piece applique embroidery running stitch textile designer back stitch tension seam	needle thread fabric pin pattern piece applique embroidery running stitch textile designer pattern pieces back stitch tension seam allowance fastener	needle thread fabric pin pattern piece applique embroidery running stitch textile designer pattern pieces back stitch tension seam allowance fastener fashion designer ethical product	needle thread fabric pin pattern piece applique embroidery running stitch textile designer pattern pieces back stitch tension seam allowance fastener fashion designer ethical product corporate and social responsibility

SEND and Inclusion

All staff will be expected to give every pupil the chance to experience success in their learning regardless of ability, gender, race or cultural background. Teachers ensure that the curriculum is appropriate for the needs of the children and use adaptive teaching to support and challenge all learners.

The majority of learning in Design Technology takes place through practical work with a result that pupils, for whom English is an additional language, will not be disadvantaged. The different beliefs and practices which the children have, will be taken into account when working with food, materials and design. Pupils with physical difficulties will be supported with certain practical tasks and have extra opportunities for practice.

Children have equal opportunities to develop their understanding and enjoyment of Design Technology regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

We provide all our children, including those with SEND, with a progressive, well-sequenced and purposeful curriculum, ensuring there is:

- Adaptive teaching, reasonable adjustments to our learning environment, group and individual interventions and support as part of our curriculum implementation for our children with SEND.
- Children have the knowledge, skills and concepts needed to be successful in their future careers.
- All children, particularly the most disadvantaged and those with SEND gain the knowledge and cultural capital they need to succeed in life.
- Quality first teaching ensures children with SEND make excellent progress.

Greater depth learners

What does Greater Depth look like at St Cleopas?

In this document, there is a selection of criteria presented that staff need to aim to provide for children during Design Technology lessons. This will assist pupils in getting to greater depth or show that they are performing at greater depth.

DT gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.

D&T Association 2020

Teaching for Deepening Skills / Greater Depth Good teaching in DT features teachers who:

- use questioning and technically accurate explanations to develop children's skills, knowledge and understanding
- use existing products to inspire pupils and to support their investigations, testing and analysis

- use focused tasks and demonstrations effectively to show pupils different methods of manufacture e.g. stiffening techniques, papier mâché, sewing, appropriate glue, turning boxes inside out to create aesthetically pleasing models
- use their own work to model ideas and to explain the methods they used to identify the problem or to tackle a task
- use resources effectively and adapt them well to overcome barriers to participation in practical work for pupils who are disabled or have special educational needs
- use questioning to encourage classes to contribute to the development of success criteria for design briefs, to prompt pupils to think through the problems they might encounter and to share strategies to solve them
- model and use technical language and subject-specific terms accurately
- structure learning effectively to encourage the pooling of ideas and findings to support pupils critically evaluating and extending or improving the ideas
- ensure DT is relevant by linking activity to pupils' interests, establishing real contexts for their work, and building upon their knowledge and skills in other subjects
- manage discussions effectively to include all pupils' views and challenge pupils' thinking, particularly about the function of products and the needs of users
- ensure that learning intentions are clear in plans, make good use of available time, offer suitable challenge to all groups of pupils – including the more able – and develop their learning

Deepening Skills in EYFS Exceeding Statements:

Children find out about and use a range of everyday technology. The select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Work Example EYFS

Work at the Expected Standard	Work showing elements of deepening skills
	

The children in class were set a challenge to create an Easter chick. They were provided with a range of resources and tools to select from and overseen by an adult. This child has selected their own resources and tools and are beginning to understand some of the detail required in the creation of a model.	Child 2 has an artistic flair and has selected equipment carefully to achieve the desired effect. There is a clear progression of independent application of skills acquired from previous learning; the child has used a scrunching and gluing technique to create an additional layer of feathering, all around the chick.
---	--

What deepening skills / greater depth or exceeding looks like in Year 2:

Work at the Expected Standard	Work showing elements of Deepening Skills / Greater Depth
	
Most of the class chose a mix of resources provided to follow their pirate ship design. This child has chosen and added a variety of resources to replicate his design and added the resources randomly.	This picture shows greater detail, close observation, and attention to detail. The child has observed his design and although limited the variation of resources, has chosen them well and appropriately. The pirate ship steering wheel includes spokes and the resources have been attached to replicate his design.

What deepening skills / greater depth looks like in KS2:

Creating the opportunity for greater depth in Design Technology involves allowing children the independence to apply their learning on a deeper level. They are the pupils who take an idea or a new skill and adapt it or develop it further independently.

This means that pupils who are working at Greater Depth will be able to do the following:

- GD pupils will work independently.
- GD pupils will demonstrate a creative response to the problem.
- GD pupils will stick tightly to the brief and consider the end user's needs and preferences throughout the process.
- GD pupils will think critically about and comment on other products and their own products.
- GD pupils will likely amend their product to improve its outcome.
- GD pupils will display high quality presentation and precision throughout the process of design and make.



Inspectors found that pupils made very good progress when the challenge in designing and making became increasingly sophisticated, requiring them to think as designers, to apply their technological knowledge, understanding of complex principles and construction techniques.

Ofsted's subject professional development materials: Design Technology. A training resources for teachers of Design Technology in primary schools, 2012.

Good achievement and challenge are evident when pupils:

- Demonstrate a secure understanding of who they are designing and making for, the purpose of the product and how it would work, and the specific criteria their product must meet to be successful.
- Communicate their innovative ideas and plans clearly and modify their design and prototypes in light of their testing and evaluation.
- Develop technical competence, applying measurement and using tools and components with increasing accuracy to safely make well-finished products.
- Draw effectively upon scientific understanding and their knowledge of mechanisms to create and explain how their products work.
- Use an increasingly technical vocabulary when talking or writing about what they might change as their work develops.

Design Technology across the curriculum

At St Cleopas Primary School, we view Design Technology as a mastery subject where teachers plan opportunities for children to use skills they have acquired in other subjects, particularly Maths, Science and Art and Design. These links will only be made when they enrich the Design Technology Curriculum.

We aim, as stated in the National Curriculum, that children 'acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.'

Resources

Stephanie O'Donnell - <https://www.primarydt.co.uk/>

Plan Bee - <https://planbee.com/>

Twinkl - <https://www.twinkl.co.uk/>