Design Technology

Dimensions CURRICULUM

Why is Design Technology important at Lingham Primary School?

Design Technology helps us to develop as reflective learners, as we work through the design process.

Through design technology, we are able to work collaboratively to solve problems and find solutions, teaching us to deal with uncertainty whilst developing communication, organisational and other practical life skills.

In design technology, we learn to appreciate the needs of others, the built environment and the likely impact of future technologies.

When is Design Technology taught?

Design Technology is taught both discretely (Focused Tasks / Design, Make, Evaluate Assignments) and through thematic units. The attached overview (Appendix 1) maps out which thematic units feature this subject. Focused tasks are planned in across each phase (Appendix 2).

How is Design Technology taught?

Design Technology is taught through a combination of subject knowledge, skill building and design and make projects. Food technology is also taught through thematic units and our 3D PSHE programme. Learning takes place both inside and outside the classroom.

How Does Our Learning Grow?

Design Technology

What do we learn in Design Technology?

We learn about:

- Mechanisms
- Sliders
- Levers
- Structures
- Textiles
- Food technology
- Electronics

We also complete design technology projects in each phase for specified clients e.g. the pirate, the evil genius, allowing pupils the opportunity to both experiment and apply their knowledge and skills.

How do we assess and monitor design technology?

We ensure that the planned curriculum has been taught and understood by our pupils in the following ways:
At different points throughout a unit of work the teacher may use assessment activities such as a topic quiz, a mind map or a class discussion. This formative assessment helps teachers to identify which elements of the unit of work are well developed and which may need further reinforcement. Knowledge builders and Skills ladders are referred to throughout the unit.

At the end of a unit the teacher will use a Kahoot Quiz to assess the pupils' knowledge and understanding, Overall assessment is recorded on Track Zone on a scale of 1 to 5 (1 working well below, 2 working below, 3 Working at ARE (lower), 4 Working at ARE (secure), 5 Working at greater depth.)

To help embed knowledge, our curriculum makes meaningful links to other curriculum areas. Staff in all year groups have a clear understanding of the curriculum that came before and use the 'Time Machine' videos to recap prior knowledge before moving on.

How Does Our Learning Grow?

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The subject leader, alongside SLT will conduct activities across the year to monitor the impact of our Design and Technology curriculum. These activities will include looking at pupils' work, spending time in lessons to get a feel for what it's like to be a pupil learning Design and Technology in the class, speaking with pupils about their understanding and about how their teacher helps them to develop their skills and remember content. There will also be discussions with the teachers delivering the lesson. The aim of these activities is to build up a connected view of how well the curriculum is learned by our pupils. This information, along with the data for Design and Technology is collected in a 'Subject Impact' document which is shared with stakeholders.

These activities enable us to evaluate the overall effectiveness of our Design and Technology Curriculum, making improvements as appropriate, so that pupils leave ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

How Does Our Learning Grow?