



Design and Technology (DT) at St Wilfrid's CE Primary School

Values and Drivers

At St Wilfrid's, we inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. We want our pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Our design and technology curriculum enables pupils to meet the end of key stage attainment targets and aims outlined in the national curriculum.

Curriculum Content and Sequencing

The Design and Technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each stand. Cooking and Nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and sustainability.

Culture of Opportunity

KS2 Christmas Fair Games – design, make and run a fair game for profit.
STEM challenges during Science Week
Links with Colonel Frank Seely Secondary School.

Big Ideas

To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
To 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.
To critique, evaluate and test their ideas and products and the work of others.
To understand and apply the principles of nutrition and learn how to cook.

Support and Training

Opportunities for shared planning and teaching across school.
Well-stocked resource cupboards to ensure high-quality, take care work can be produced.
Sessions led by external providers.

Progress and Assessment

The impact of our scheme of work is constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teacher assessment against the learning objectives. A spreadsheet including the learning outcomes for the children with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each child.
Verbal feedback and opportunities for rich discussion in every lesson will also provide teachers with informative assessment for learning opportunities to adapt and monitor learning outcomes. 'I can' statements are used to informally assess pupil progress. Self-assessment opportunities at the end of each unit will be used alongside teacher assessment to informally assess progress and application of skills and understanding.
Children's work is exhibited and celebrated through classroom displays.

Cross Curricular Links including SMSC

Maths - measures
Computing – designing, coding
Science – electronics, forces, balanced diet
Art and design – applying skills to embellish finished products