Whitchurch Primary School
Design Technology Implementation

At Whitchurch, we base and plan our DT learning and progression around individual year groups. Projects are often delivered as units/blocks of days primarily so that resources and models can be stored safely over shorter timescales in classrooms.

Each year during termly planned projects, the children are given opportunities to develop and refine their design skills, make high quality products, critically evaluate their own work and learn new technical knowledge and language through a progressive 'skills based' curriculum.

All teaching of DT should follow the design, make and evaluate cycle. Ie to evaluate their own products against design criteria. Each of these steps should be rooted in technical knowledge and vocabulary. DT should be taught to a high standard, where each of the stages should be given equal weight. There should be evidence in each of these stages in the DT project booklets or books, which should also develop to show clear progression across the key stages as children move through each year group.

In KS1 this looks like:

Design:

- **Design should be rooted in real life, relevant contexts to give meaning to the learning.**

- **Planned through appropriate formats: drawing, templates, talking and mock-ups.**

Make:

- **Children should be given a range of tools for their projects to choose from.**
- **Children should use a wide range of materials and components; textiles, construction equipment and ingredients.**

Evaluate:

- **Evaluate existing products.**
- **Evaluate their own products against design criteria.**

In KS2 this looks like:

Design:

- **Rooted in real life, relevant contexts to give meaning to the learning.**
- **Researched designs based on functional, appealing products with purpose.**
- **Planned by appropriate methods; annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.**

Make:

- **Children can select from a wider range of tools than KS1.**
- **Children should use from and select a wider range of materials and components; textiles, construction equipment and ingredients.**

Evaluate:

- **Evaluations should be in comparison to existing products.**
- **Children should evaluate against a design criteria.**
- **Children should understand how key events and individuals have helped shape design and technology globally – products are in a real life context.**

Teachers enable pupils to understand key concepts, presenting information clearly and check understanding accurately and providing clear, direct feedback.