

Trafalgar Junior School: Design & Technology Curriculum Overview

Subject	Intent	Implementation	Impact
<p>Design and technology</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • structures • mechanical systems • electrical systems • textiles • food <p><i>Skills:</i></p> <ul style="list-style-type: none"> • design • make • evaluate • technical skills • food skills 	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> • design structures, mechanical systems, electrical systems, textiles and food products • investigate and evaluate a range of existing products and find out about D&T in the wider world • work with a variety of tools, equipment and materials to design and make high-quality functional products • test and evaluate the impact of products made with users and purposes in mind • understand and apply the principles of nutrition and learn how to cook 	<p>We follow the national curriculum in design and technology, supported by specialists, such as the D&T Association. The DT overview outlines what is covered in each year group and how the subject is sequenced. Knowledge and skills build to ensure there is progression through our curriculum.</p> <p>Lessons include:</p> <ul style="list-style-type: none"> • investigating and evaluating how a range of existing products are structured, and whether they are fit for purpose • opportunities for children to design, make and evaluate their own products to a given set of criteria • hands-on experiences to promote the enjoyment and creativity of manufacturing a product for a given purpose • group cooking sessions for each year group • adaption to suit all abilities <p>Timing:</p> <ul style="list-style-type: none"> • taught weekly for 3 half terms, and runs in conjunction with the art and design curriculum <p>Supported by: Design and Technology Association</p>	<p>Assessment includes:</p> <ul style="list-style-type: none"> • pupil self-assessment • on-going assessment of prior and present knowledge during lessons with teachers adapting planning as required • assessment criteria within the planning support teachers in assessing where the children are with their learning • strategies such as: ‘show me’ mini-whiteboard exercises, Q&As; marking, with children responding to marking; regular recaps of prior learning; quizzes; end of unit tests; revision sessions and tests of a variety of prior topics to test longer term retrieval and understanding <p>Monitoring:</p> <ul style="list-style-type: none"> • on-going check-ins between subject leads and teachers • regular monitoring by SLT and subject leads on a timetabled cycle