Stocks Green Primary School

Learning to Live, Living to Learn

DT

Written May 2025

Intent - What are our curriculum aims?

At Stocks Green Primary School, **our DT curriculum is designed to meet our curriculum aims** which are to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- make connections between subjects and real life
- promote safe, equal, caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils.
- encourage the children to develop interpersonal skills
- build resilience and become creative, critical thinkers
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success

Further to this, we have specific aims for pupils leaving our school having experienced our DT curriculum. We intend that all children can develop their knowledge and skills that are transferable within the technological world. We also want pupils to understand the key principles of nutrition. The children will have opportunities to develop the knowledge of effective evaluation and be able to transfer these skills to different projects. Developing key skills such as be able to critique, evaluate and test their (and others') product will occur as will comparing the finished product to success criteria. We believe that giving children time to express themselves and critically discuss others' work is not only a powerful tool for self-expression and developing skills but it also teaches children how to give and receive constructive feedback and to respect different perspectives. The opportunities provided within DT will enable children to thrive within a modern, tech-integrated world, ensuring they see DT as a dynamic field that evolves with technology.

Our DT curriculum is designed to inspire children's creatively and problem solving skills. We aim that in every DT lesson children know more and remember more of our curriculum. Our DT curriculum extends beyond the expectations of the National Curriculum to include using different **materials and tools**: from exploring how things work in EYFS to making bird boxes in Year 6. The teaching of DT in our school is designed to not only provide the knowledge required to have successful careers in DT but also to enthuse and inspire such careers.

Our **curriculum pedagogy** is based on four themes which aim to develop children's knowledge over time as well as provide them with opportunities to apply that knowledge and express what they have learnt.

Implementation – How do we achieve our aims?

Mapping Themes

We have identified vital components to help ensure progress and success in DT across our entire curriculum. These include, ***Designing, Making, Evaluating and Technical Knowledge.*** These key components are explicitly taught and developed throughout our DT curriculum so the children can make links and retrieve and build on knowledge throughout year groups.

For example, through the **Designing and Making foci**, children in **Year 1**, learn to follow a design to create a moving minibeast picture.
In **Year 2**, children investigate a range of vehicles and label the features before designing a moving vehicle.
In **Year 3**, they learn technical vocabulary and then choose which taught mechanism would suit a 'pop-up book'.
In **Year 5**, children learn how to investigate, test and make prototype bridges via a 'fair test'.

Designing

Making

Evaluating

Technical Knowledge

Progression and Sequencing

Our **DT curriculum** has been carefully designed to provide children with the knowledge, skills and creative confidence needed to express themselves throughout their primary years and beyond. Each **theme** - ***Designing, Making, Evaluating and Technical Knowledge*** - has been thoughtfully developed to build progressively over time, ensuring children can apply what they've learned in increasingly sophisticated and meaningful ways.

For example, the **'Evaluating'** theme helps children develop essential observational and critiquing skills that support their work across all areas of the curriculum and serve as a foundation for future creations. Our DT curriculum is structured in a specific sequence so that children gradually deepen their understanding and refine their techniques as they revisit and extend previous learning.

Lessons within each theme are carefully sequenced to ensure children are introduced to new tools, materials and processes only once they have secured the foundational skills and knowledge required. In **Key Stage 1**, the focus is on exploring materials and developing key skills relevant to each theme such as 'build structures and explore'. As children move into **Key Stage 2**, the emphasis shifts to applying their knowledge and understanding in more purposeful, expressive, and collaborative contexts, including testing their prototypes, considering the design brief and solving a problem.

Lesson Design and Curriculum Delivery

Lessons are designed to **build on children's prior learning** by building on the content of the theme taught in previous year groups. This is achieved through carefully planned retrieval practice that links knowledge built over time to the current learning. Within a lesson, there is clear modelling of new skills so that children see what success looks like and can analyse the procedures necessary to be successful. Opportunities to develop these skills through carefully planned and sequenced activities allow children the time to hone skills and develop the muscle memory required to apply skills effortlessly across different sports. In this way, children get plenty of opportunities to apply their developing skills both within and across a series of lessons to ensure it is embedded in their long-term memory.

Each lesson begins in the classroom with a clear sequenced discussion of the learning question, retrieval of previously learnt skills as well as the success criteria lenses discussed below. This allows the children to have a clear understanding of what they are learning, where this fits into the learning sequence and what they are trying to improve.

High-quality questioning, be it the 'learning question' for the lesson or targeted verbal questioning, actively seeks to check understanding and identify any emerging misconceptions. Each lesson includes an element of teacher, peer and self-review so that children can develop their critical analysis skills and consider how to develop their projects further, using knowledge of models and real world systems. Children will understand whether they have been successful by analysing their designs and builds against the success criteria for both the lesson and the long term aims of the sequence of learning.

Each lesson has explicit discussion of the need to plan, persevere, share ideas and be evaluative. Where possible, links are made to learning in science and computing.

Engagement Beyond the Curriculum

We believe that children's **successes should be celebrated and that an important role for the school is to encourage children to build/explore beyond that offered in school**. To achieve this, we share and celebrate successes through celebration assemblies and the school newsletter.

Impact – How will we know we've achieved our aims?

Outcomes

The impact of our curriculum can be seen through the pupil's ability to apply and transfer their knowledge and skills across different disciplines as well as apply an increasing knowledge of designing/planning to different situations. Children will also have a clear understanding of the importance and impact when selecting specific tools and /or applying certain techniques.

Staff assess pupils against the progression document at the end of sequences of learning by exception. Assessment takes place through a formative approach in all lessons and cumulatively builds up a picture of the children's learning. This is recorded on Arbor and analysed by the subject leads to further develop and enhance our curriculum to ensure it meets its stated intents.