



South Gosforth First School
Design & Technology - Subject Overview



‘Good buildings come from good people, and all problems are solved by good design.’ Stephen Gardiner

Design & Technology at South Gosforth First School

At South Gosforth, our Design and technology curriculum aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want 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 ambitious and progressive sequence of learning, 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 scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. We believe our DT curriculum is a rigorous and challenging subject that makes explicit links between science, maths and art to deepen the learning of pupils in these areas.

Intent			
How our key drivers are lived through our Design & Technology curriculum			
Character	Culture	Creativity	Challenge
Express individuality in designing, creating and evaluating products. Express likes, dislikes, make judgements and reflections about existing art products. Have resilience and independence when learning and exploring the new skills.	Appreciate a range of designers and the value of design and innovation in the world around them. Learn about a range of designers from a diverse range of time periods, heritages and cultures. Have an awareness of seasonal ingredients and where ingredients come from.	Think creatively and critically when designing and making products. Think creatively to solve problems in contexts.	Communicate confidently like a designer, drawing on a solid foundation of substantive knowledge. Gain proficiency in range of making skills, confidently using different tools appropriately with increasing independence.
Implementation			
Early Years Expressive Arts and Design is one of the four specific areas of the Early Years Foundation Stage. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning. By encouraging children to experiment and use learned skills to explore a wide range of media and materials, we are promoting their ability to explore and understand their world and to make links between their experiences which will encompass all the areas of learning.			



Nursery

Expressive Arts and Design and Physical Development

Exploring Materials and Fine Motor Skills

Reception

Key Stage

Design Technology

Through the long-term plan themes, adult interactions, continuous provision and enhancements in the classroom our children will:

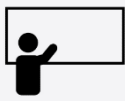
Nursery	Reception
- Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Use various construction materials. - Join different materials using masking tape, Sellotape, glue. - Develop their own ideas and then decide which materials to use to express them. - Use one-handed tools and equipment effectively. - Have access to 3D modelling, messy play, collage, cutting during Continuous Provision.	- Become familiar with the design, do, review process in Play Projects. - Use a range of tools that require fine motor skills e.g. scissors, cutters, spreaders. - Gain confidence in joining materials in different ways e.g. with masking tape, glue, split pins. - Use a range of toys with mechanisms such as wheels, sliders, electrical components. - Develop independence and confidence in selecting tools and materials to suit the given purpose.

Year 1-4			
	Autumn	Spring	Summer
Year 1	Moving Story Book Mechanisms Curriculum Hook: Shh..! Jack and the Beanstalk (English)	Wheels and Axles Mechanisms Curriculum Hook: History (Transport)	Smoothies Cooking and Nutrition Curriculum Hook: Summer fayre/event
Year 2	Chairs Structures Curriculum Hook:	Pouches Textiles Curriculum Hook: English (Bad Nana)	Balanced Diet Cooking and Nutrition Curriculum Hook: English (character needs wrap to travel)



Year 3	Constructing a castle Structures Curriculum Hook: Geography (North-East Castles)	Egyptian Collars Textiles Curriculum Hook: History (Egyptians)	Eating Seasonally Cooking and Nutrition Curriculum Hook: Art (growing artists)
Year 4	Electric Poster Electrical Curriculum Hook: History (Romans)	Pavilions Structure Curriculum Hook: Art (Architecture)	Pneumatic toys Mechanical systems Curriculum Hook:

Learning Links with Design & Technology across the Curriculum				
	Science	Maths	Art	Other
Year 1	Materials and their properties Animals including humans (diet)	Measuring in standard and non-standard units	Colour mixing, drawing	DT curriculum hooks: English and history
Year 2	Animals including humans (diet) Materials and their properties	Measuring in standard units	Craft and design, painting, drawing.	DT curriculum hooks: English
Year 3	Animals including humans (diet) Materials and their properties	3D shapes Measuring	Craft and design, painting, drawing.	DT curriculum hooks: Geography, history, art
Year 4	Electricity	3D shapes Measuring	Craft and design (architecture), painting, drawing	DT curriculum hooks: History

What would a Design & Technology lesson look like at South Gosforth First School?					
					
Clarity of learning exemplified	Talk like an designer	Retrieval practice	New learning	Independent work	Assessment for learning and feedback strategies
The 'big learning' is explained and the small	Using technical vocabulary, children	There are opportunities for children to explore	Teachers provide clear explanations of new	Children apply the new knowledge to an	Assessment for learning opportunities are woven



steps are highlighted. Children know what they are learning, why they are learning it and how it links to previous learning.	express opinions about products and designs.	how previous learning builds on the new learning.	knowledge. Opportunities to practice specific elements of the making are provided.	independent piece of design or making.	in throughout the lesson through careful questioning that makes the pupils think hard. Pupils use self and peer assessments to assess and reflect on their work.
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What enhancements make Design & Technology special at South Gosforth First School?

Year 1	Links developed with Stadler trains Parent workshops for junk modelling.	Science Week Aspiration Week
Year 2		
Year 3	STEMazing! Sessions provided (Northern Gas)	
Year 4	STEM engineer workshop (Ford)	

CPD

Strategy	Who	When	Impact
Subject leadership time	Rachael Blackburn	Autumn term	Time to review the curriculum provision. Replanned several units of work to ensure progression across the school. Substantive themes reviewed.
Staff meetings	Rachael Blackburn	Autumn term	Shared new curriculum plans with staff. Staff feel confident in new units and understand the reasoning behind this.
Membership to subject association (Kapow)	All staff	Ongoing	Staff have access to high quality subject knowledge CPD and resources.
GST Subject Leader Networks	Rachael Blackburn	2 sessions throughout the year	Subject leader has access to examples of best practice across the trust.



			Subject leaders can share planning and resources that can then be disseminated in school. Transition Gateway document created.
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Impact	
Strategy	Evidence and Findings
Pupil Voice	Key findings from this monitoring in school can be found on internal school documents and is collated by Rachael Blackburn (Design & Technology Subject Leader). This monitoring informs the current 'D&T Subject Action Plan' which identifies key strengths and areas for development in D&T, as well as actions taken to improve the subject curriculum and delivery across school.
Book Look	
Lesson observations	
External reports eg. SIP/Governors	