Design and Technology INFOGRAPHIC The Coombes Primary School

Subject Pedagogy

The Design and Technology (DT) curriculum at The Coombes is designed to ensure pupils develop both theoretical and practical skills, preparing them for future success as critical thinkers, designers, and makers. By engaging in activities like researching, designing, creating and evaluating products, students build skills that will benefit them across their academic and professional lives. Design and Technology is taught as a separate subject, focusing on fostering problem-solving and creativity to help pupils contribute positively to society.

WHOLE SCHOOL LEARNING FUNDAMENTALS

EYFS:

In Early Years Foundation Stage (EYFS), Design and Technology introduces children to basic skills through hands-on activities. Our Reception pupils learn how to formulate an idea are supported to plan out and execute their idea. They explore materials, tools, and techniques to create simple products, develop problem-solving abilities, and understand safety. Using questioning, pupils refine and evaluate their product.

Key Stage 1

In Key Stage 1 (KS1), pupils will go through the 'plan, do and review' process of researching an idea, developing their skills and making a product. They also begin reviewing their product at the end (including receiving feedback on their product and giving feedback to others).

Key Stage 2

In Key Stage 2 (KS2), pupils build on the skills they have developed in KS1 to enable them to become more proficient with the 'plan, do and review' process. Pupils will design increasingly complex and challenging products, including using gears and electrical circuits. Units on structures and sewing lead to pupils continuing to develop resilience as they make adaptations and critically evaluate their prototypes and designs.
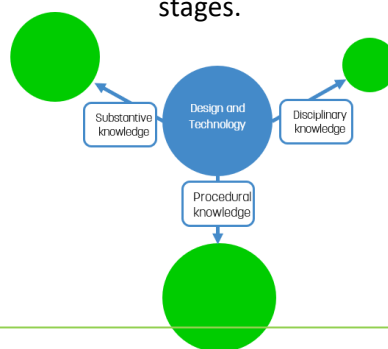
Cooking and nutrition is a focus for all classes across the school with yearly cooking units for pupils.

Assessment

We assess D&T termly against Sonar formative statements. Children are given verbal or written feedback where appropriate to assist their development of knowledge throughout each project.

Knowledge distribution

Design and Technology requires pupils to have a secure knowledge of processes used to create a variety of end products. Whilst the majority of the knowledge will be procedural (making), pupils require some substantive and disciplinary knowledge to assist them in planning and evaluation stages.

Effective Learners

Affective Processes
- Active engagement
- Understand relevance of DT in society

Behaviours
- Resilience
- Understanding of safety procedures
- Curiosity
- Risk-taking
- Collaboration

Cognitive Processes
- Critical thinking
- Problem solving
- Evaluation and reflection