

Subject Overview – 2022/23 – Layton Primary School

At Layton, we believe that learning takes place over time, resulting in a change in long term memory from Unconsciously incompetent to Unconsciously competent, and involves forgetting, revising, consolidating, extending and applying knowledge in a variety of contexts. To do this, children need to think deeply and critically about subject matter and engage with difficult concepts. Learning is, and should be, hard.

Impact

Children to take risks, becoming resourceful, innovative and enterprising individuals.

Learning is assessed through the analysis of the pupil's ability to evaluate, design, make and improve their own work.

Implementation

Developing DT critical thinking skills.

Use of DT tier three vocabulary.

Providing a wide range of DT materials and resources

Children to have clear enjoyment and confidence in DT which they will apply to other curriculum areas.

Delivery showing clear progression of skills following the design process: research, design, make and evaluate

Ensuring children are aware of health and safety issues.

Literature rich curriculum

Confidently use a range of DT equipment, tools and materials and give reasons for their choices.

Clear evidence of progression of skills throughout each child's learning journey.

Sequenced DT whole school curriculum

Clear cross curricular links giving children the opportunity to learn and apply skills to 'hands on' situations in a purposeful context.

To develop skills and attributes that children can use beyond school and into adulthood eg problem solving, reasoning, critical thinking and evaluating.

DT

Intent

To build a DT curriculum which develops practical skills by encouraging pupils to solve problems based on initial exploration and applying their knowledge in real life contexts, whilst reflecting on what they have learned.

Categories:

Investigating and analysing, communicating designs, choosing tools and equipment, selecting materials, using tools and equipment, structures, mechanical systems

Concepts:

Design

Make

Evaluate

Technical Knowledge



Investigate and analyse



Communicating design



Choosing tools and equipment for a purpose



Selecting materials for a specific purpose



Observational Drawing



Using tools and equipment



Structures



Mechanical systems



Evaluation



Food Technology

Independent and collaborative learning

Committed DT curriculum leaders

Children to analyse and assess designs looking at their effectiveness and consider ways of redesigning and reconstructing it to improve overall success.