St. Stephen's Junior School

Curriculum Overview: Design and Technology

At St. Stephen's Junior, our intention is to deliver Design and Technology in an exciting and imaginative way so that pupils have the opportunity to design and make products that solve real and relevant problems considering their own and others' needs, wants and values. They will be taught to evaluate existing products as well as their own, to be innovative and to problem solve as they learn. By investigating both past and present design, they will develop an understanding of the subject and develop skills which will cross over into other areas of their learning.

To ensure that pupils leave our school with the expectations described above, skills are taught in a sequential manner and built on from Year 3 to Year 6. The modules taught develop their fine motor skills through practical activities and investigating materials through teacher guidance and modelling as well as independent learning. Emphasis is placed on structured evaluation, collective editing and improving, as well as practical exploration of products and materials. The DT curriculum is structured to ensure that pupils build on secure prior knowledge.

Food and Nutrition

We believe in the importance of educating our children about the importance and benefits of a healthy and varied diet. We will include a cooking module in each year which will show them how to understand and apply this learning to prepare and cook a variety of savoury dishes. They will learn about seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Progression in learning:

To ensure a progression in development of knowledge and the skills necessary to learn and progress in Design Technology, each child will follow a carefully structured progression map. This progression introduces, develops and builds on skills (and vocabulary) so that our learners achieve the intent described for Design and Technology. They will build on their understanding through exciting modules which develop their evaluation and problem solving skills – first directed by the teacher s and then independently.
An example of this progression is shown below:

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Use of **side view and front view sketches** with clear annotations expected that reference both the material and the intended use (e.g. shiny paper used here and cut to look like scales).	Use of **multi-angled and topographical sketches and diagrams** with clear annotations expected that reference both the material and the intended use.	Use of **annotated sketches, cross-sectional and exploded diagrams** (e.g. initial exterior design and then cross section of MM).	Use of **exploded style** diagram to demonstrate aspects of design to add detail and clarity.