



A Journey of a Little Sutton Design Technologist

The DT Journey starts – Reception and Key Stage 1



All children to achieve a GLD by end of Reception



Substantive knowledge

Children will be introduced to the three strands: Design, make and evaluate.

Powerful knowledge

Each year group will explore the key essentials as based on the National Curriculum guidelines and Projects on a Page.

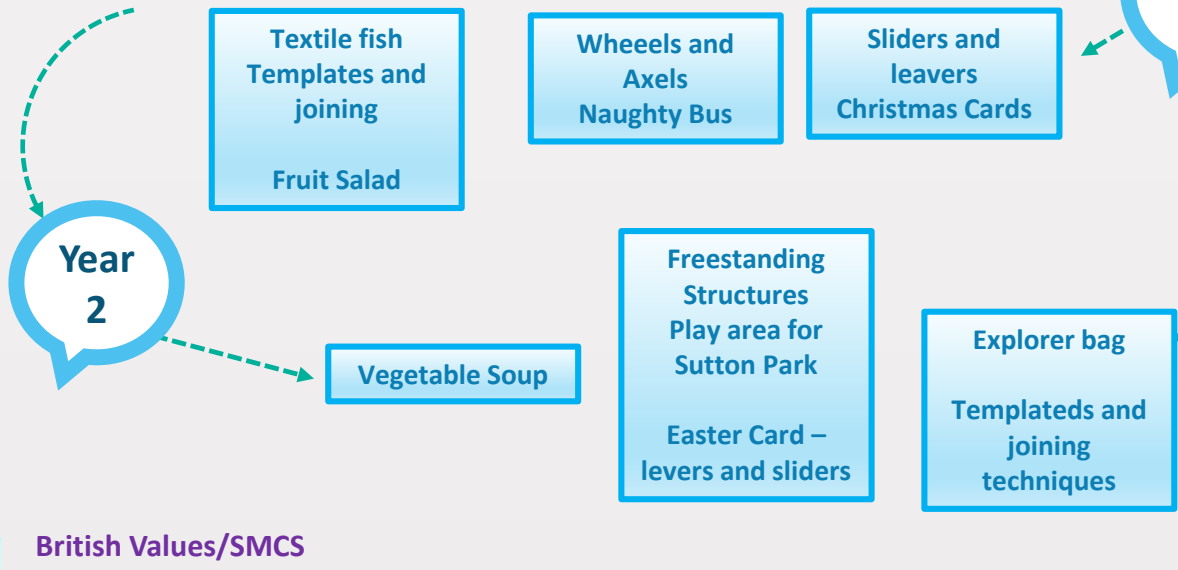


Substantive concepts

Through their time at Little Sutton children will learn about the following: Design, make and evaluate.

Golden threads:

- User • Purpose • Functionality • Design Decisions • Innovation • Authenticity



Sequence of learning

Each unit of work in each year group will follow a sequence of learning.



British Values/SMCS

Children will have the opportunity to develop their understanding of British values through each year group.



Disciplinary Knowledge

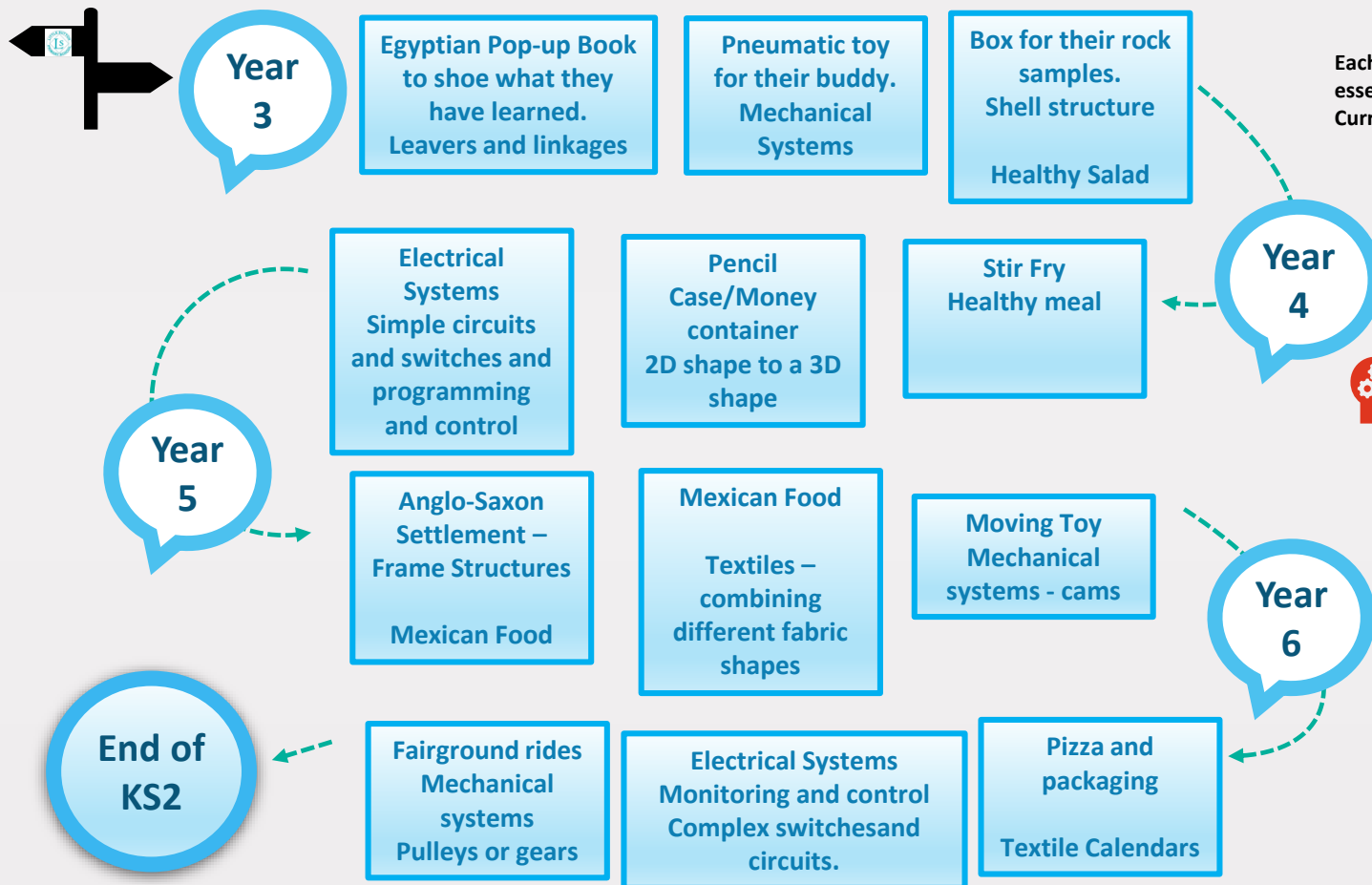
The process of enabling children to use their substantive knowledge of products and materials around them to make links between and across different areas of the curriculum.





A Journey of a Little Sutton Design Technologist

The DT Journey continues – Key Stage 2



Substantive knowledge

Children will be introduced to the three strands: design, make and evaluate.

Powerful knowledge

Each year group will explore the key essentials as based on the National Curriculum guidelines and Projects on a Page.



Substantive concepts

Through their time at Little Sutton children will learn about the following technical knowledge and understanding: explore, understand, know, distinguish and apply.

Golden threads:

To Design, make and evaluate.



Sequence of learning

Each unit of work in each year group will follow a sequence of learning.



British Values/SMCS

Children will have the opportunity to develop their understanding of British values through each year group.

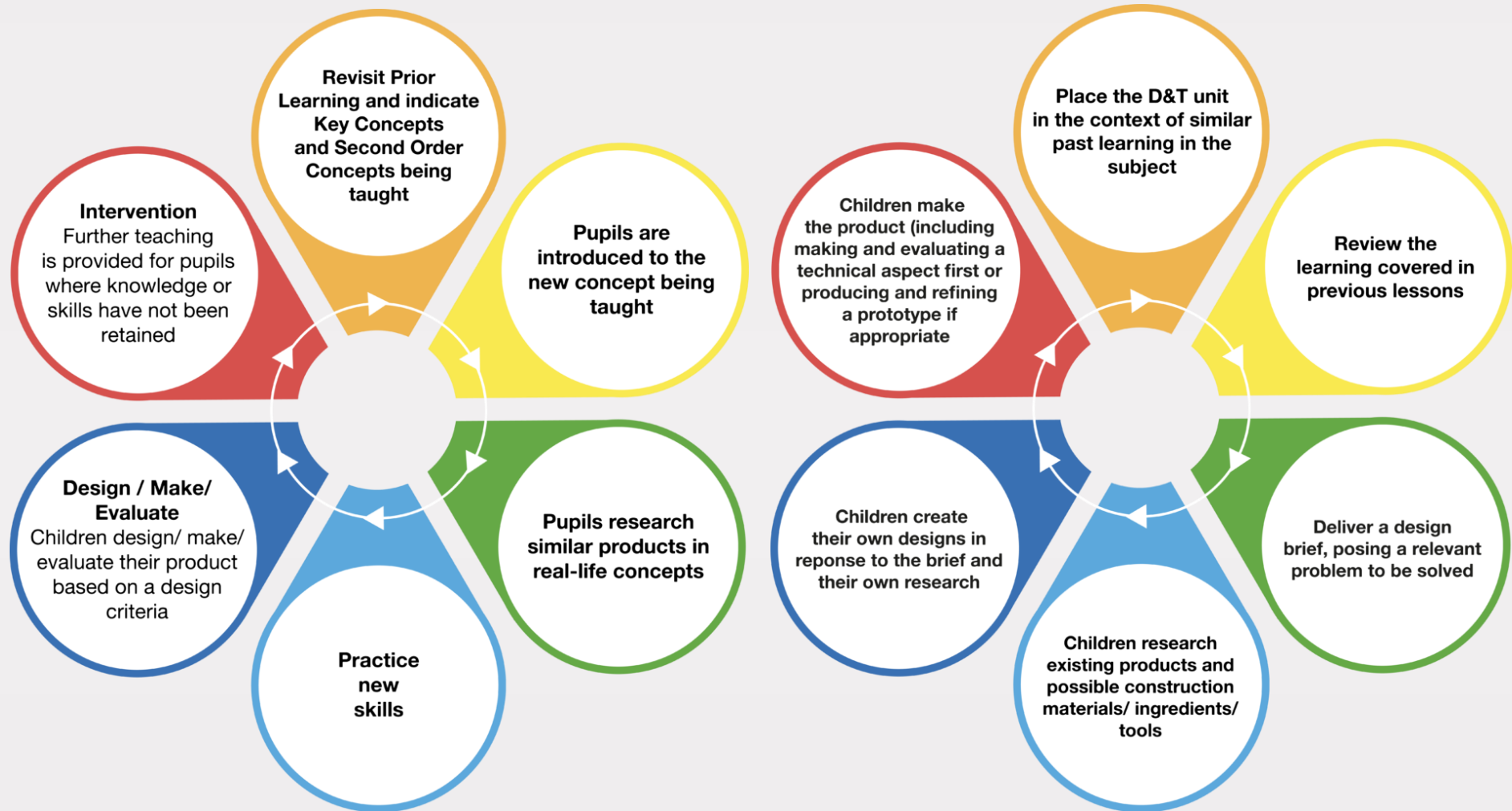


Disciplinary Knowledge

The process of enabling children to use their substantive knowledge of products and materials around them to make links between and across different areas of the curriculum.



DT Teaching and learning



Activities

Investigative and Evaluative Activities (IEAs)

Children learn from a range of existing products and find out about D&T in the wider world;

Focused Tasks (FTs)

They are taught specific technical knowledge, designing skills and making skills;

Design, Make and Evaluate Assignment (DMEA)

Children create functional products with users and purposes in mind.

D&T Essentials

Six essentials of good practice in D&T.

- **User** – children should have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, client, consumer or a specific target audience.
- **Purpose** – children should know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.
- **Functionality** – children should design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics. In D&T, it is insufficient for children to design and make products which are purely aesthetic.
- **Design Decisions** – when designing and making, children need opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.
- **Innovation** – when designing and making, children need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.
- **Authenticity** – children should design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.