



Design Technology at Robert Le Kyng Primary School

Intent

At Robert Le Kyng we want our children to be inspired by great chefs, engineers and designers to create a range of products which encourage them to exercise creativity and problem solving. The skills learnt through DT will build on children's previous skills and knowledge, and create opportunities for them in the real world.

Implementation

In KS1 and KS2, DT is taught in 3 terms over the academic year. In most cases, it is linked to a particular topic and cross-curricular links can be seen. During one DT project each year, children will also study a key individual who has had a significant impact in their area. All projects follow the structure: design, make, evaluate and projects link to an overarching question.

EYFS explore materials, investigate how things work and complete short term projects. The structure of this is different to KS1 and KS2. DT skills are learnt and practised ready to be built on as they progress into KS1.

Years 1-4 complete sewing, cooking and construction projects.

Years 5-6 complete cooking, construction and electrical systems projects.

Access

We want all children to be able to access and relate to our DT curriculum. In order for this to happen, we have the following in place:

- Significant people studied are from a range of cultures (British, Bangladeshi, Iraqi, German, Greek), there are also local links (Brunel, Mary Berry, James Dyson)
- Booster sessions take place in the terms when DT is not taught. This includes pre-teaching and addressing skills and knowledge gaps.
- Materials and equipment are provided by the school so all children can make products and take home the majority of products.
- Where possible, children are provided with first hand experiences within school. This may be looking at real life examples, tasting products, visiting local structures or virtual tours.
- Teachers are sensitive to the needs of their class and will make adaptations in order for all children to access the learning. This might include – extra adults, adults taking instructions from child if child cannot physically complete task, specialist aids (sprung scissors, talking scales, ready-made parts), generic aids (jumbo pencils, BluTac to hold items in place), step-by-step instructions, visual prompts, use of visualizers, clarification of new terminology, labelling, sensitive grouping of children, consideration of allergies, extra time, organisation of equipment and materials, choice and prompt cards for evaluations, simple recording sheets, word banks, comparing work to design criteria



rather than others' work (particularly for children with behavioural, emotional and social difficulties), preparing children to make changes to original plans.

Assessment

Children will be assessed in a variety of ways:

- Immediate AfL and feedback within lessons and boosters
- Twice yearly, using the foundation subject tracker
- Peer and self-assessments at the end of projects