Design technology

The impact of our curriculum

Impact

We assess the impact of our Design Technology curriculum through:

*formative assessment activities

*summative assessment activities

*pupil voice interviews

Formative assessment

*Retrieval based learning activities

*Use of knowledge mats

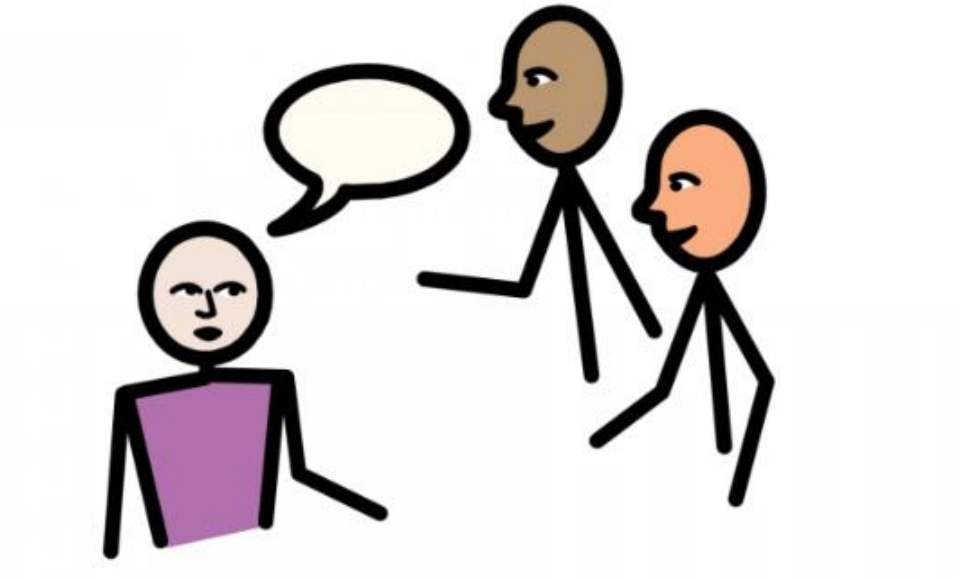
*Open questioning

Summative assessment

*Exit tasks e.g. quizzes, answering the key learning question

*Evaluations

*Pupil voice interviews with the subject leader



UNCRC Article 12

I have the right to be listened to and taken seriously

Pupil voice

What do our pupils think about DT?

I like making models
and
playing with them. I made a rocket with a volcano in.

BS, YR

I like building with the blocks because I can make houses.

LP, YR

I liked making the smoothies because we got to try different ones before we made ours. My favourite flavour was grape, spinach, and mango.

JN, Y1

What do our pupils think about DT?

I liked making the windmills. We got to decorate the parts and glue them together.

MD, Y1

I have enjoyed sewing as we got to do our own choice – It was relaxing! I liked to make the wraps because we could include different foods. We could design things in our own way.

MM, Y1

I have enjoyed the healthy wraps because I did a chicken one with some ketchup and mayo.

KH, Y2

What do our pupils think about DT?

In DT we did some sewing and made bookmarks.
We designed them first and then evaluated them to see if they worked.

KH, Y3

I like DT because we can design our own things.
We have made a lego robot and made it move using an I-Pad.

HC, Y4

I like it because my confidence has now grown and I know what I am doing.

AB, Y4

What do our pupils think about DT?

We could experiment with

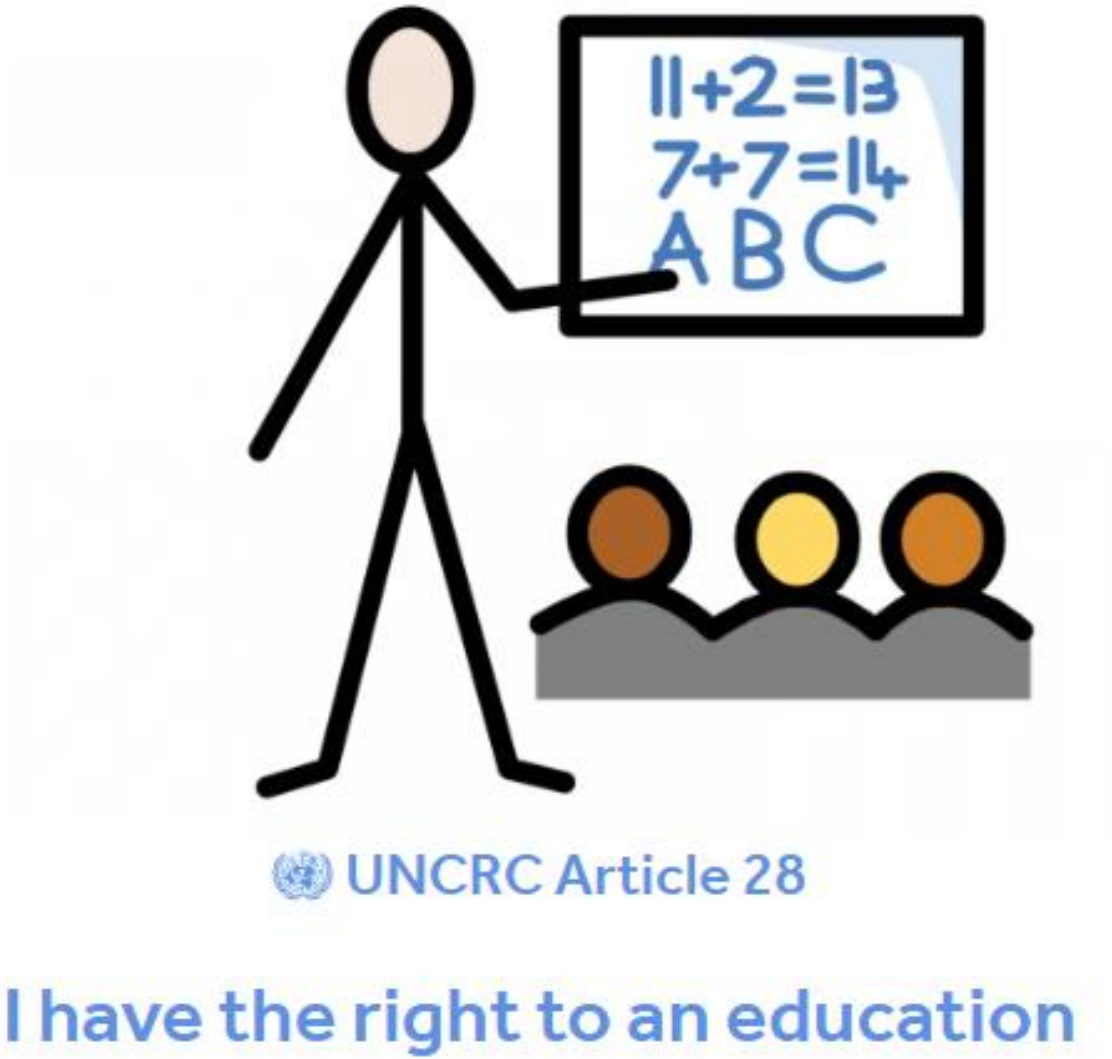
what weight the bridges could hold.

We could be independent and make our own design.

RS, Y5

I have enjoyed that it is linked to Science– lots of electrical elements and robotics.

HC, Y4



Examples of learning

YN

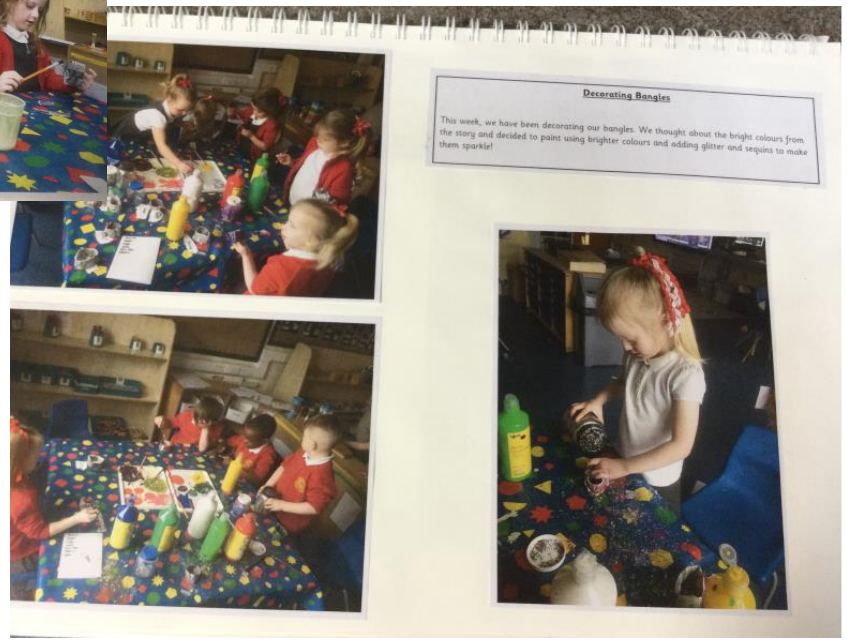
Ugly Bug Ball

Making gingerbread men

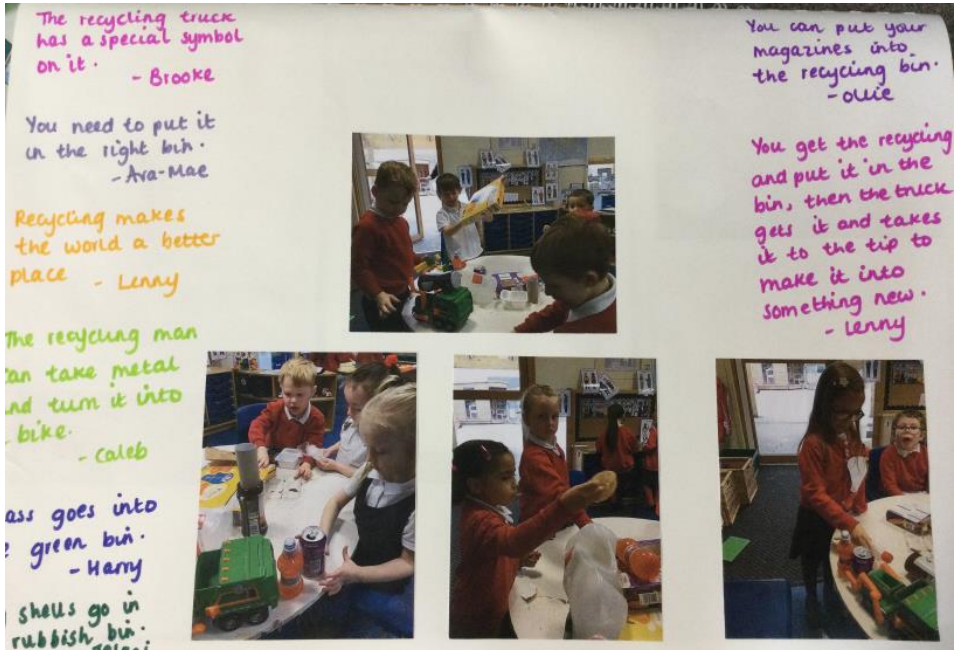
Junk modelling:
Jelly Fish

Making pancakes

YR

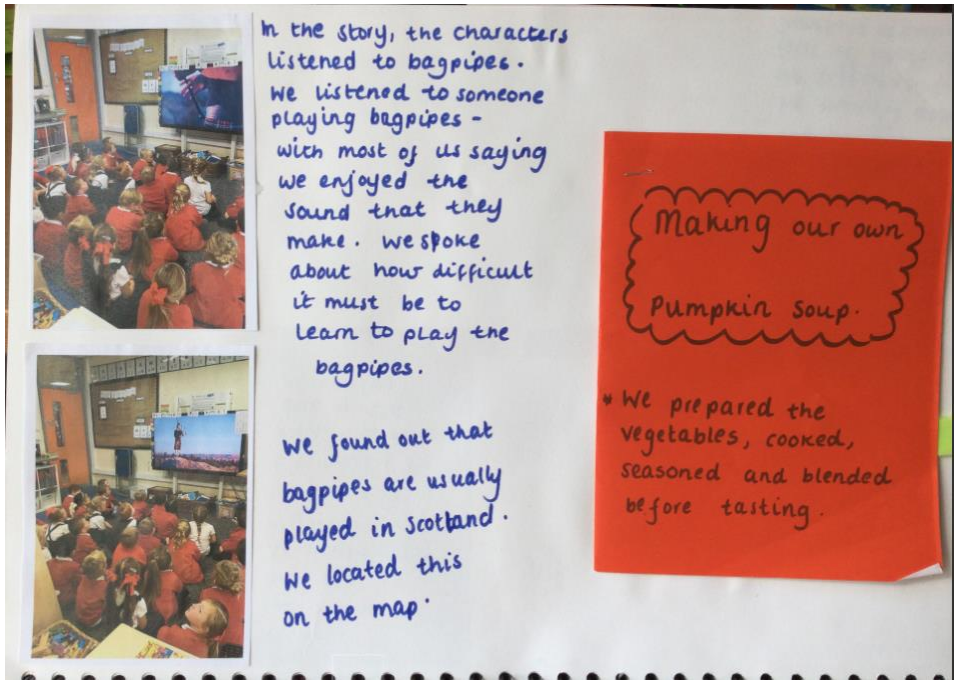


Textiles :
Bangles

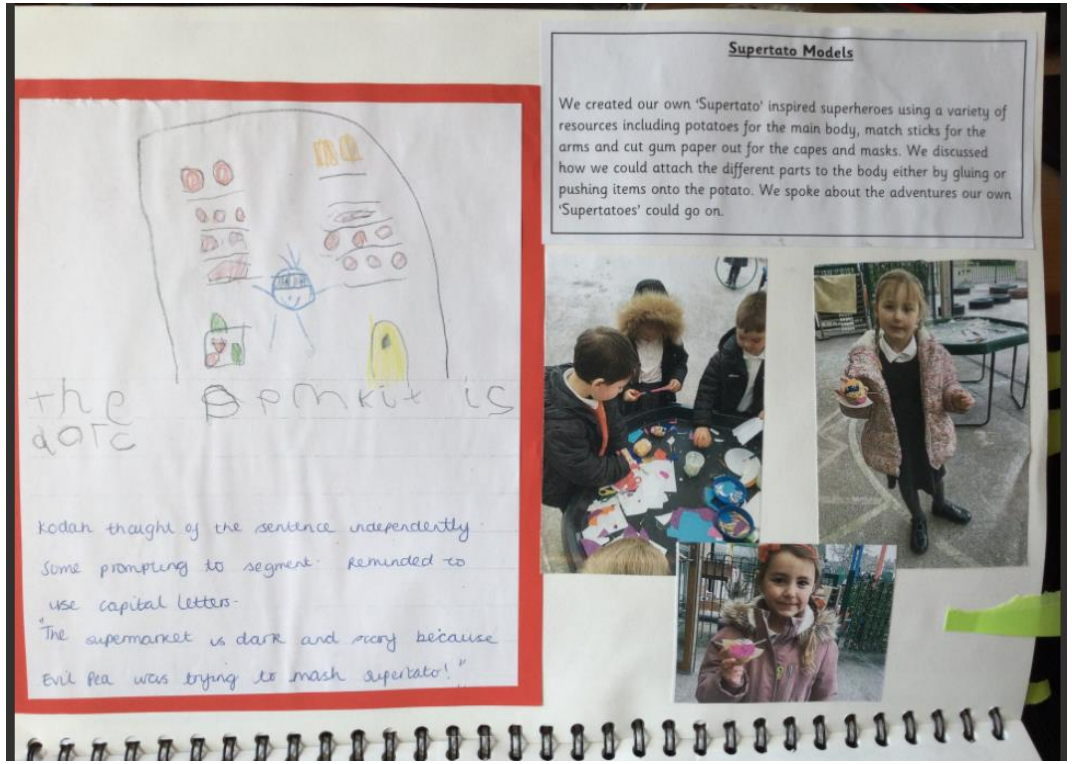


Junk Modelling

YR



Food: Making pumpkin soup

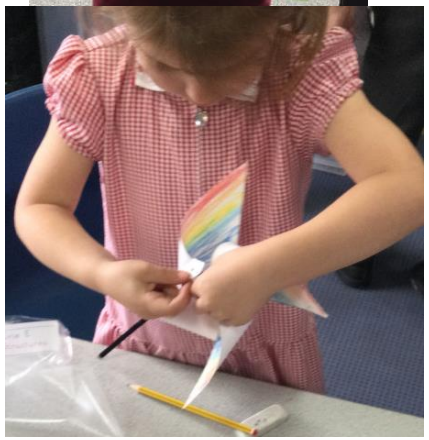


Modelling

YR

Junk modelling

Year 1

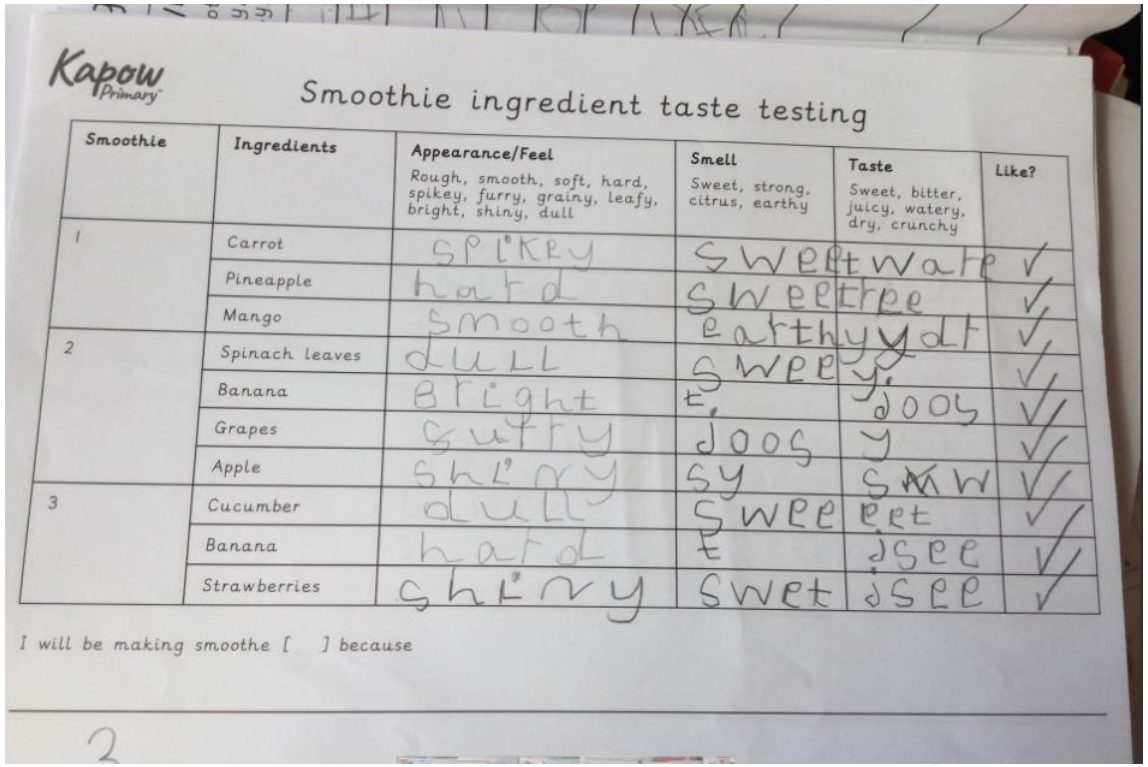


Structures:
Windmills

Food: Smoothies

Moving
story books

Year 1



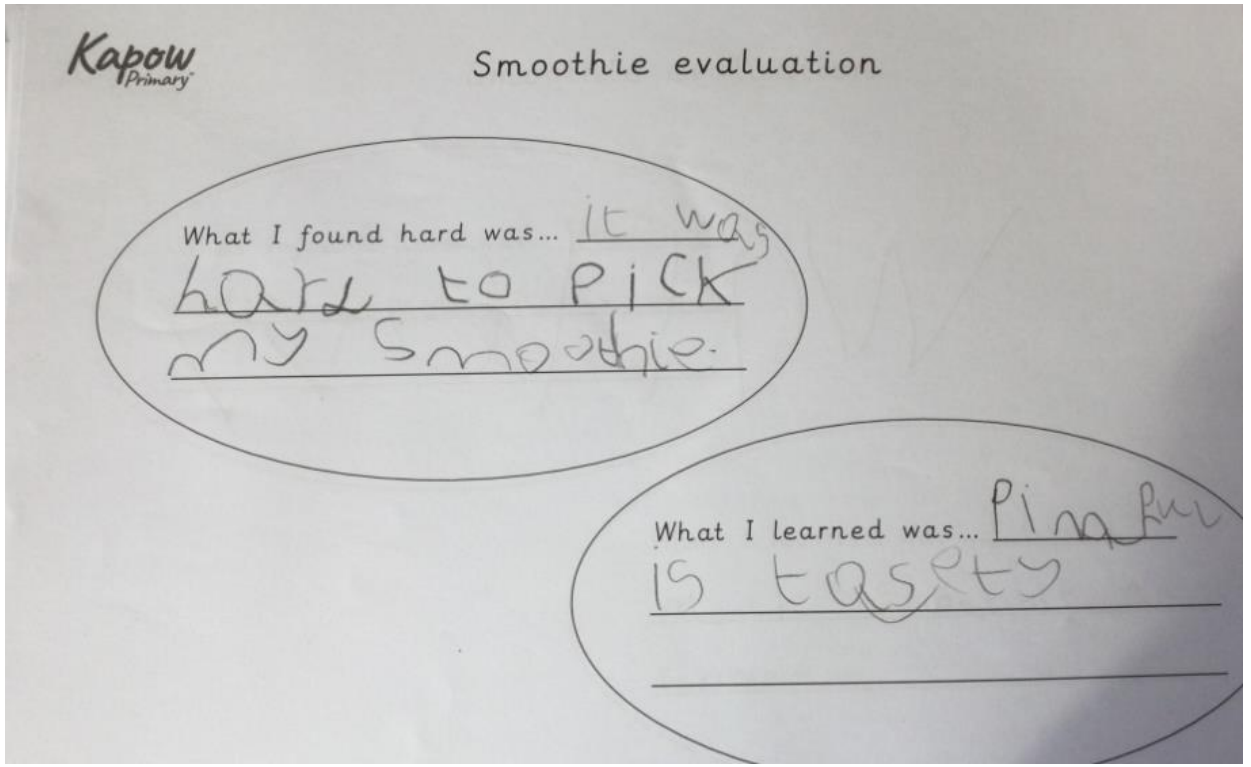
Kapow Primary

Smoothie ingredient taste testing

Smoothie	Ingredients	Appearance/Feel Rough, smooth, soft, hard, spikey, furry, grainy, leafy, bright, shiny, dull	Smell Sweet, strong, citrus, earthy	Taste Sweet, bitter, juicy, watery, dry, crunchy	Like?
1	Carrot	SPIKEY	Sweetwate		✓
	Pineapple	hard	Sweetree		✓
	Mango	smooth	earthy		✓
2	Spinach leaves	dull	swee	y	✓
	Banana	Bright	t	joos	✓
	Grapes	furry	joos	y	✓
	Apple	shiny	sy	sw	✓
3	Cucumber	dull	Swee	eet	✓
	Banana	hard	t	jsee	✓
	Strawberries	shiny	Swet	jsee	✓

I will be making smoothe [ ] because

2



Kapow Primary

Smoothie evaluation

What I found hard was... it was hard to pick my Smoothie.

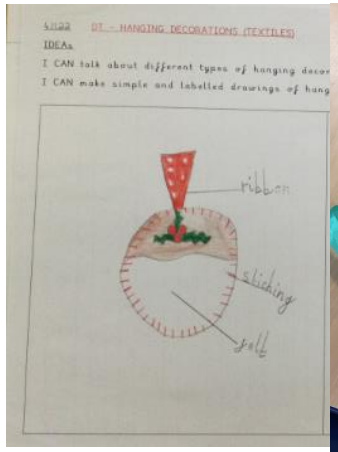
What I learned was... Pinapu is tasty

Food: Smoothies

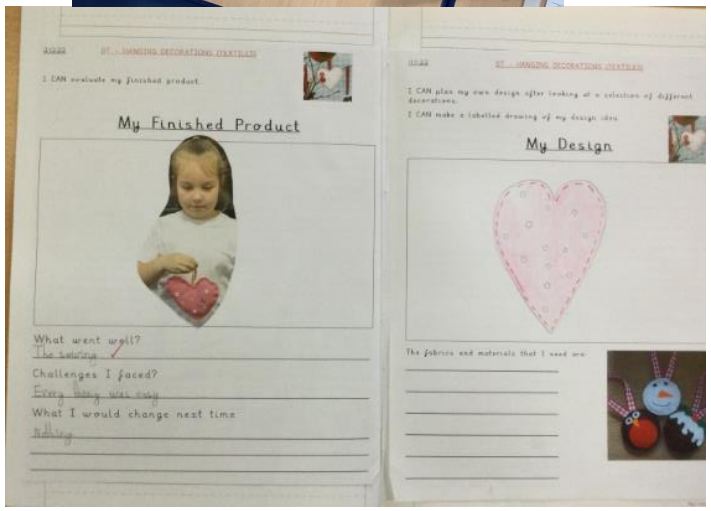
Year 1

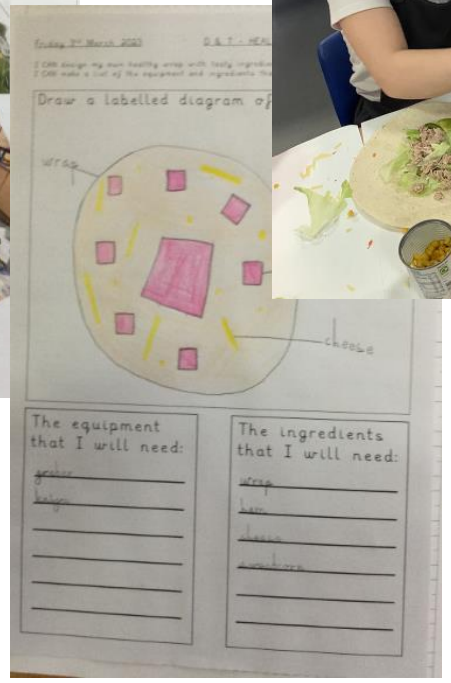
Structures: Windmills

Year 2



Textiles: Hanging decoration

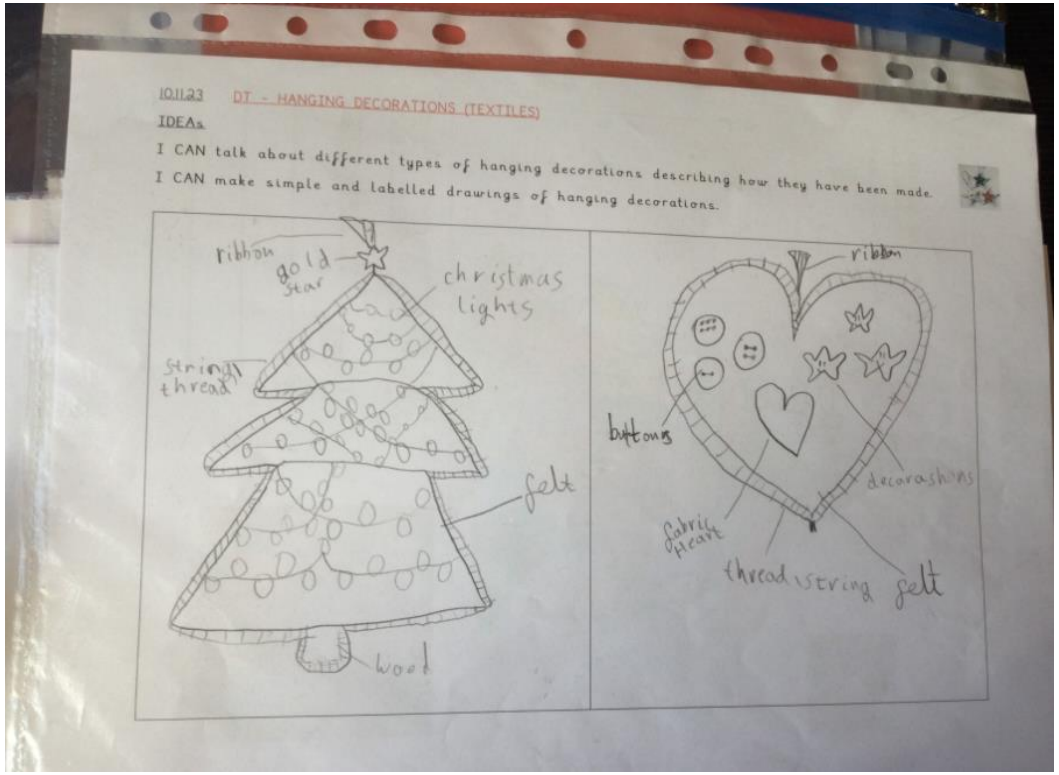


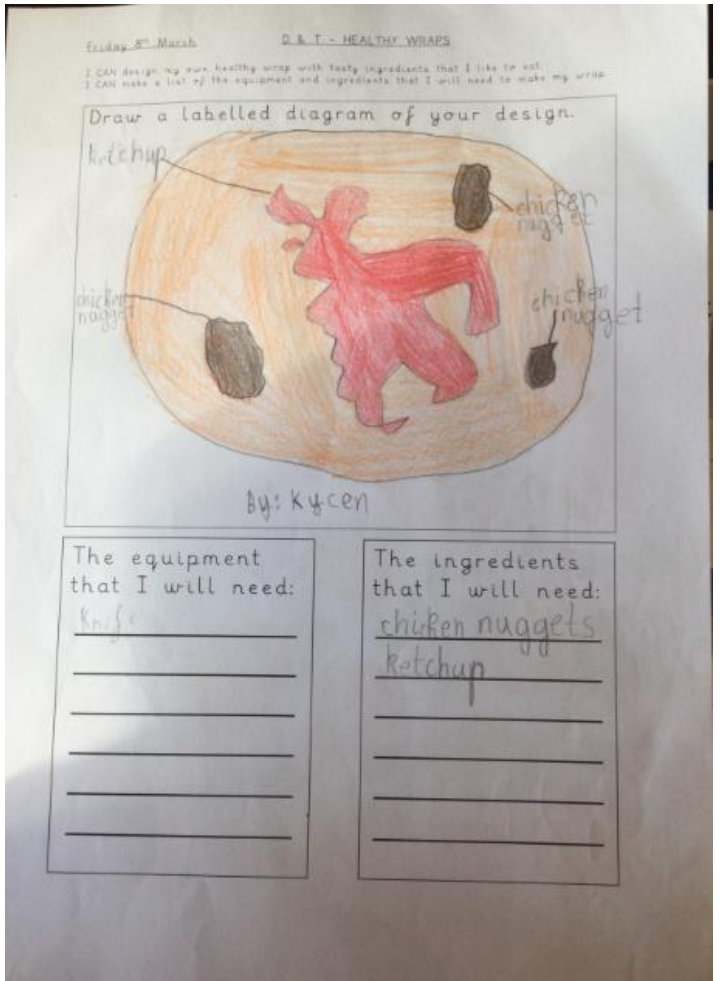


Healthy Wraps

Year 2

Textiles: Hanging decoration



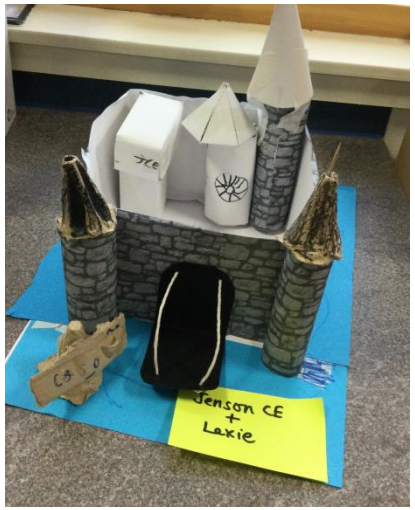


Healthy Wraps

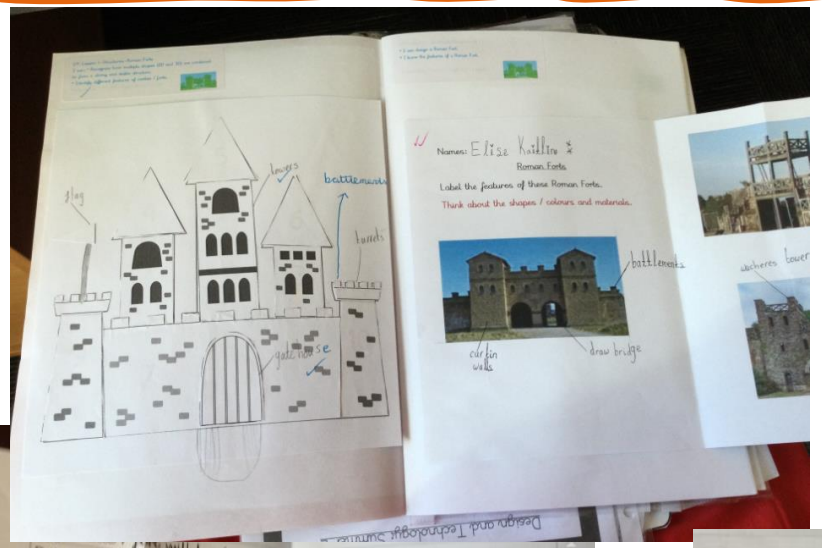
Year 2

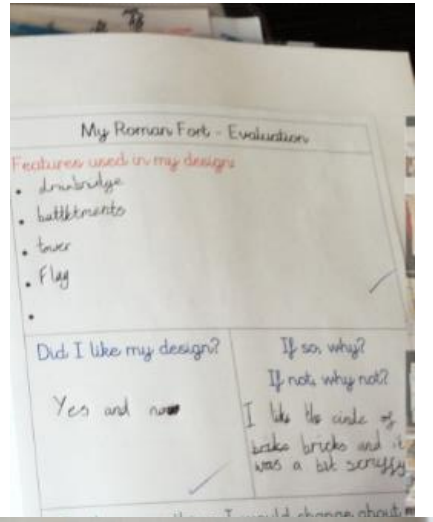
Mechanisms: Vehicles

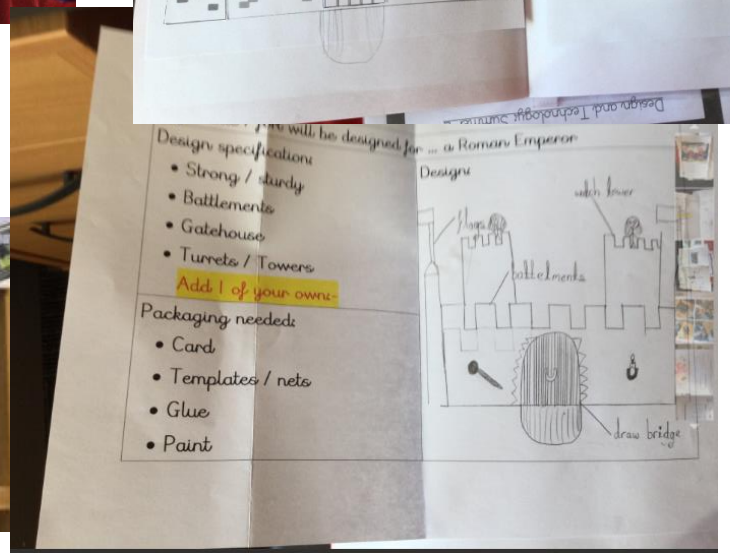
Year 3

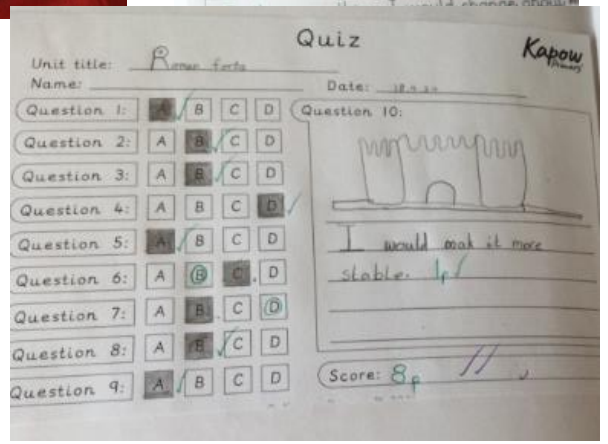


Structures:
Roman Forts

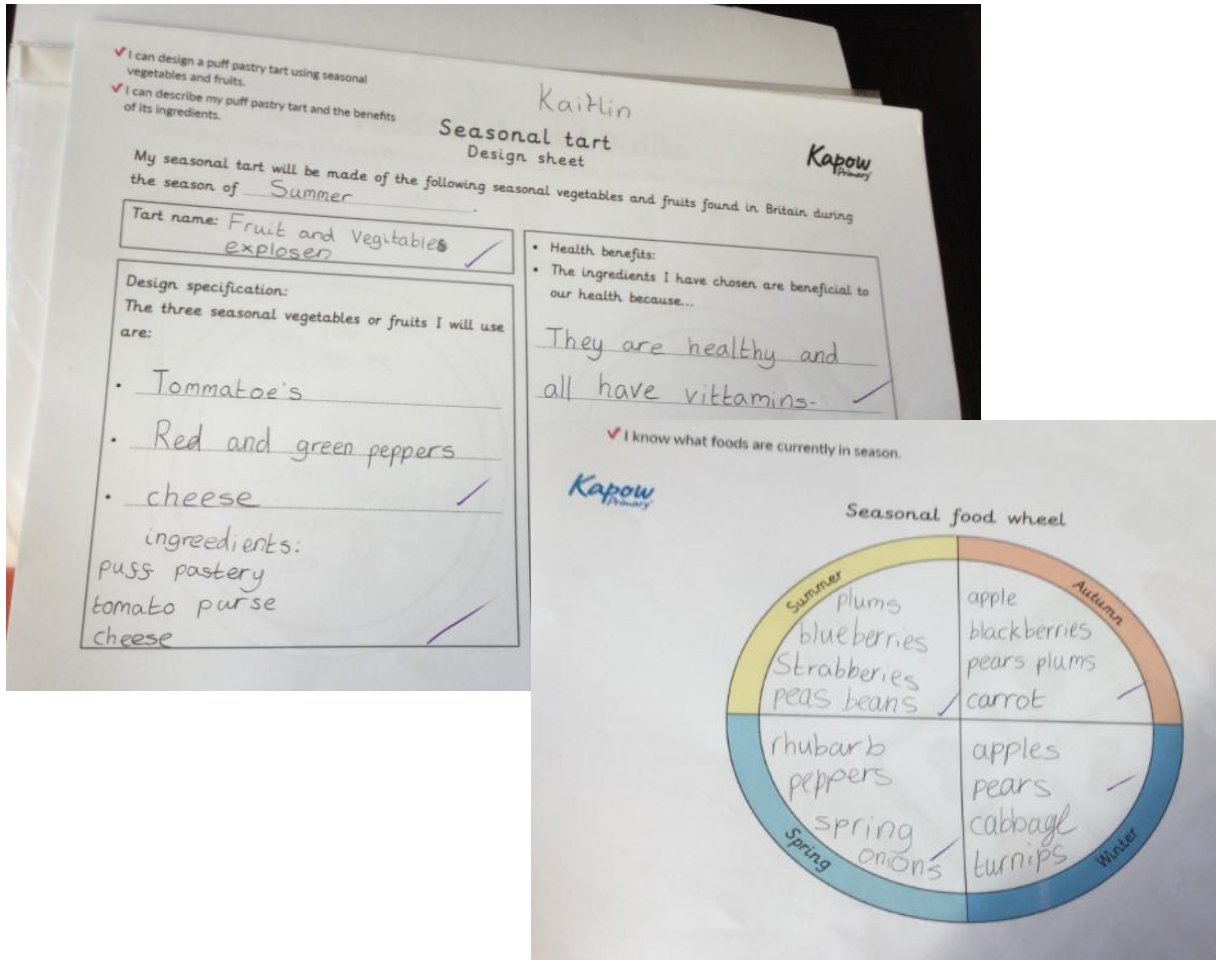






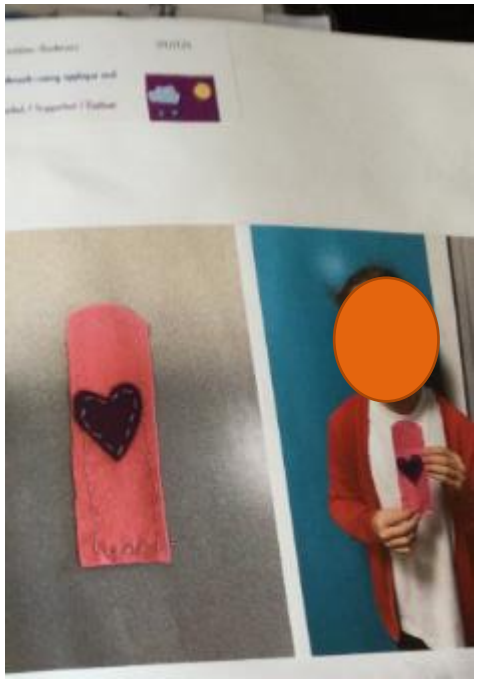


Year 3



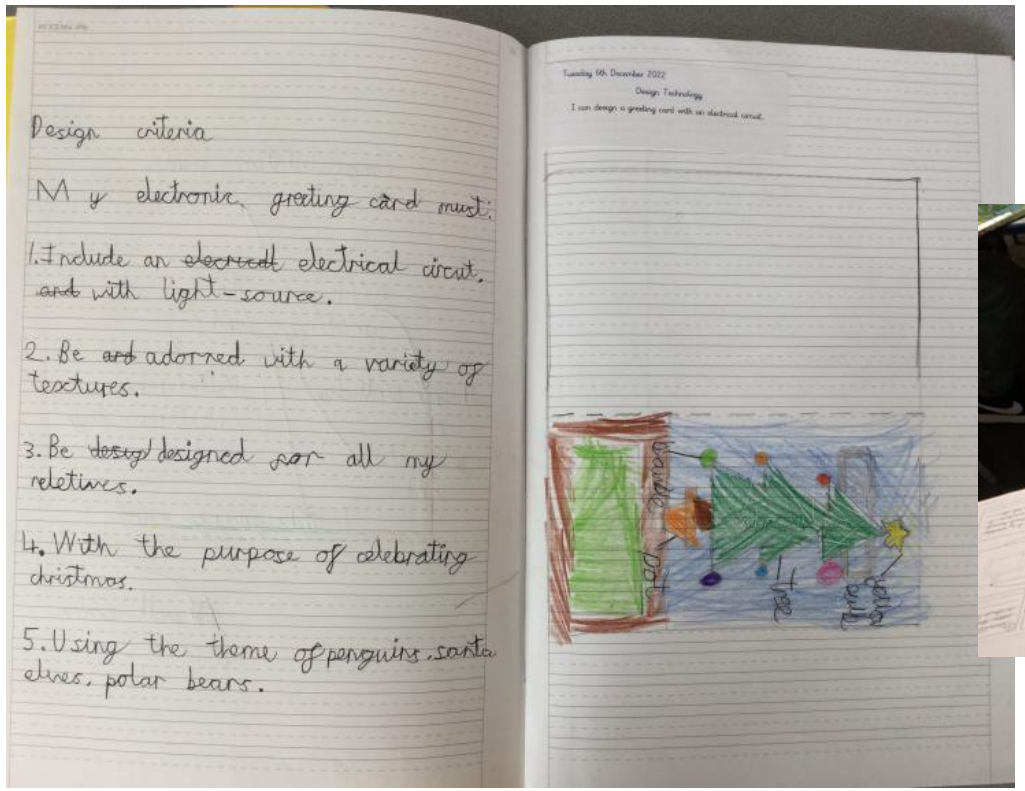
Seasonal food: Vegetable tarts

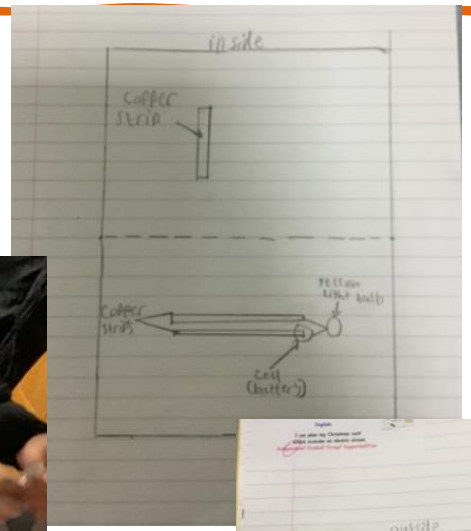
Year 3

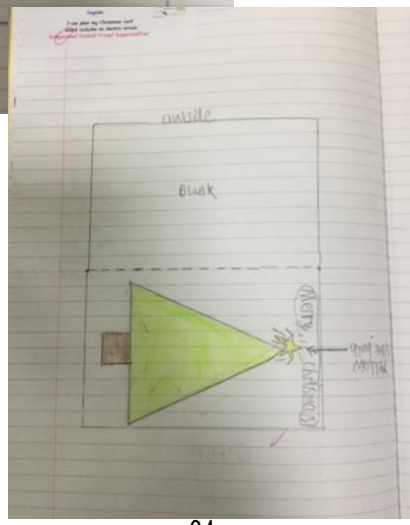


Textiles: Cross-stitch

Year 4


Design criteria
My electronic greeting card must:
1. Include an ~~electrcdt~~ electrical circuit, ~~and~~ with light-source.
2. Be ~~and~~ adorned with a variety of textures.
3. Be ~~desig~~ designed ~~nor~~ all my relatives.
4. With the purpose of celebrating christmas.
5. Using the theme of penguins, santa elves, polar bears.
Tuesday 6th December 2022
Design Technology
I can design a greeting card with an electrical circuit.


inside
Copper strip
Yellow light bulb
Copper strip
Cell (battery)


outside
Blank

Year 4

Digital world:
Lego Robotics

Year 4

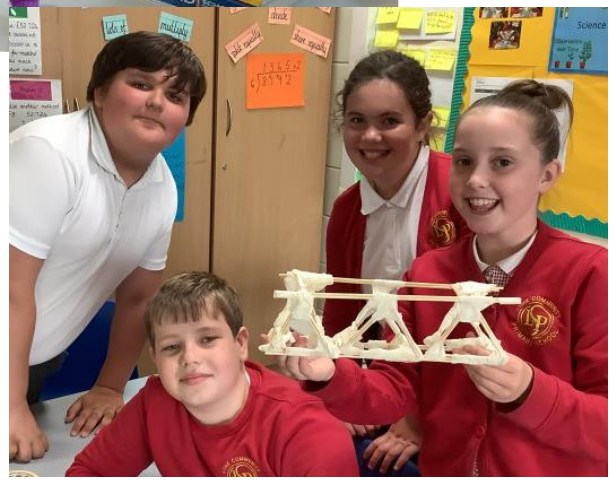
Food technology

Year 5

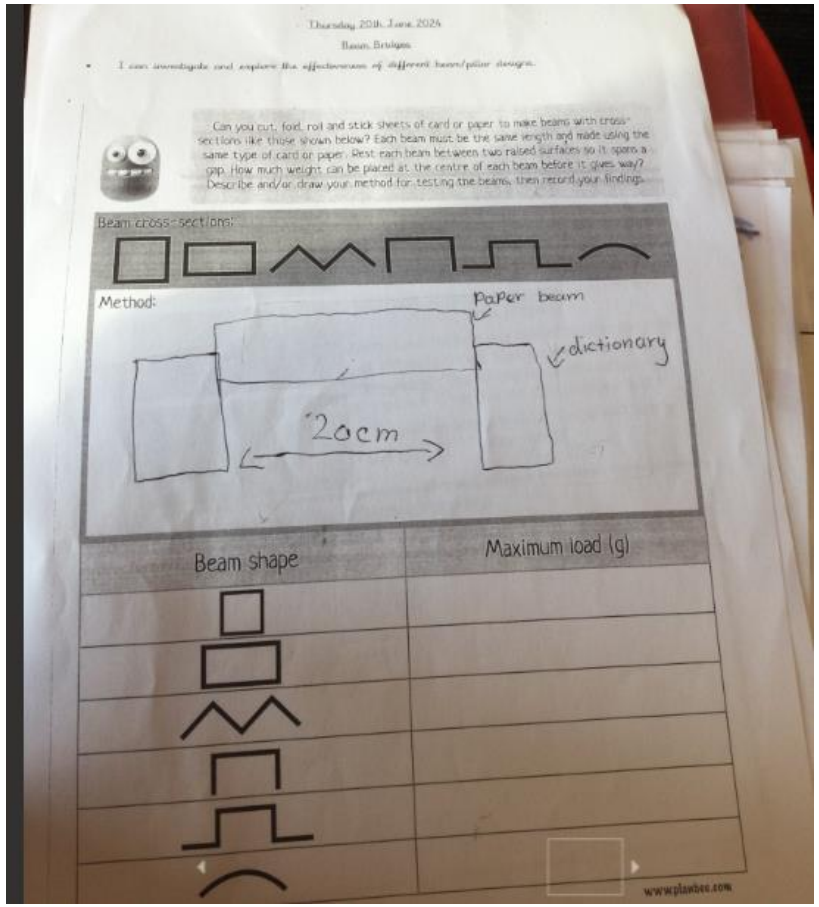
Food:
Spaghetti
Bolognese

Digital World:
Lego Robotics

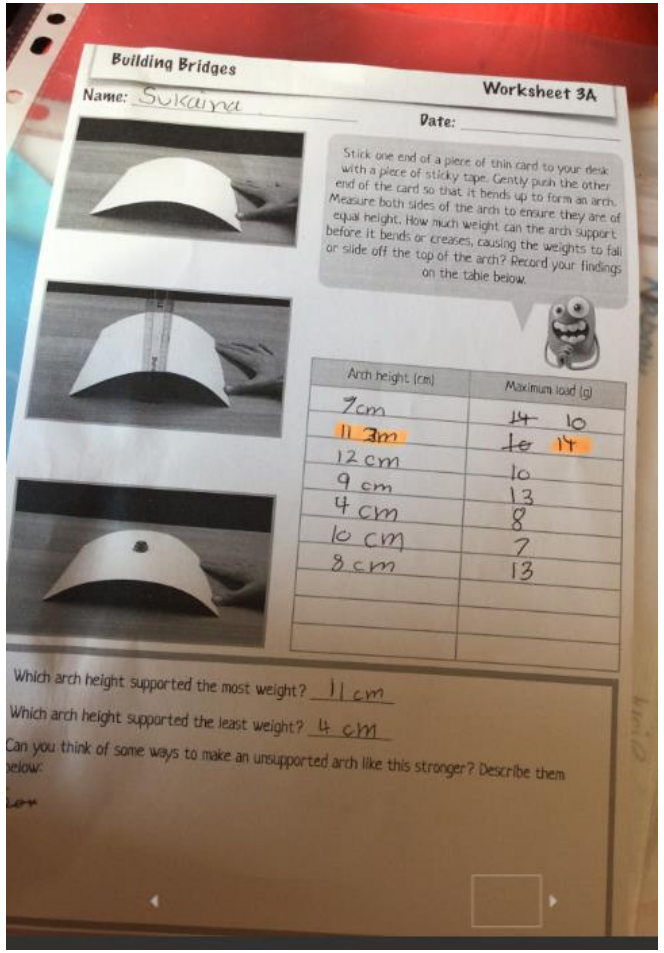
Structures:
Building
bridges



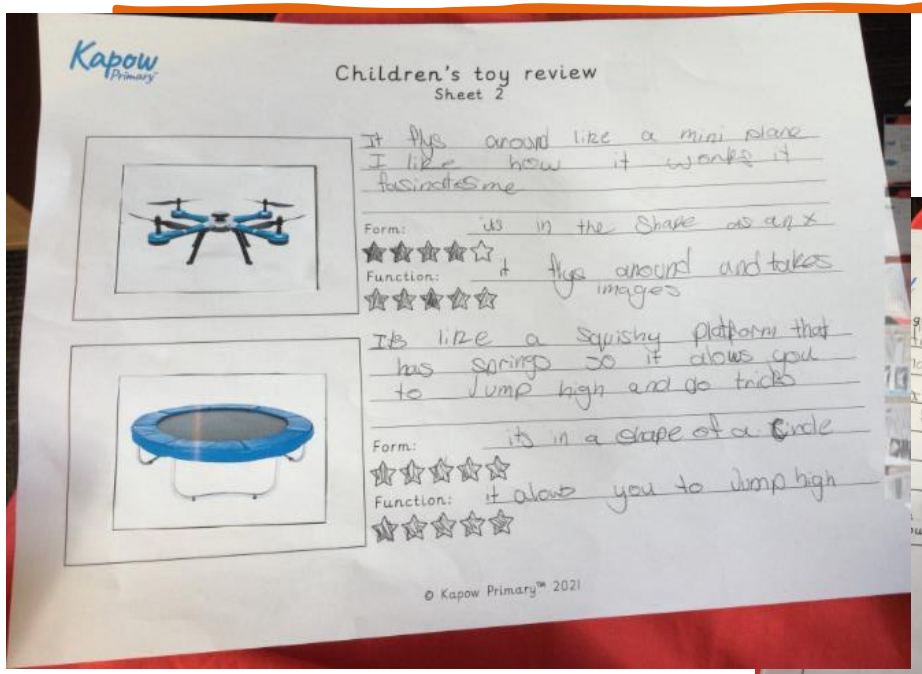
Year 5

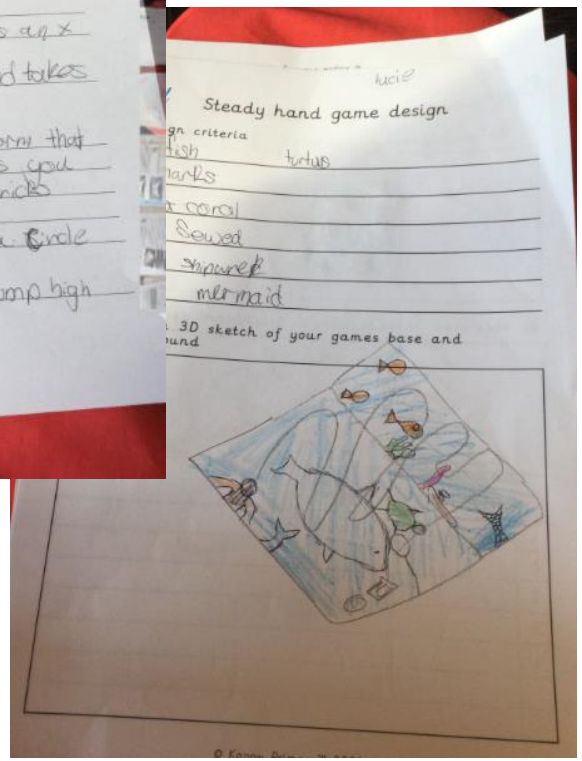


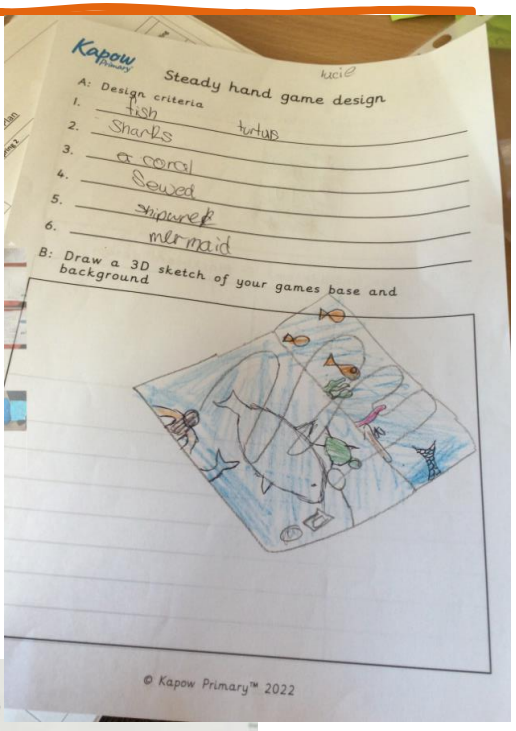
Structures: Building bridges

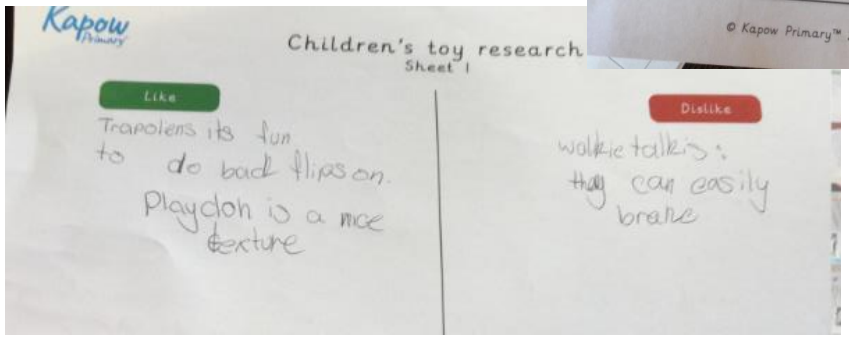


Year 6









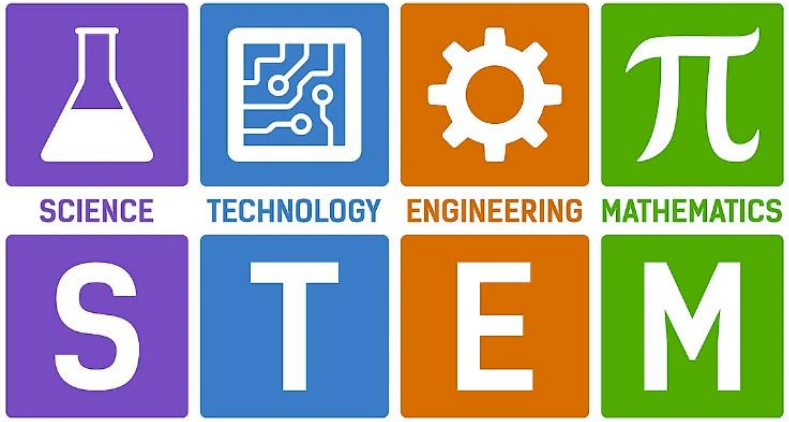
Mechanisms: Steady Hand game

Year 6

Textiles:
Stuffed toys

Structures

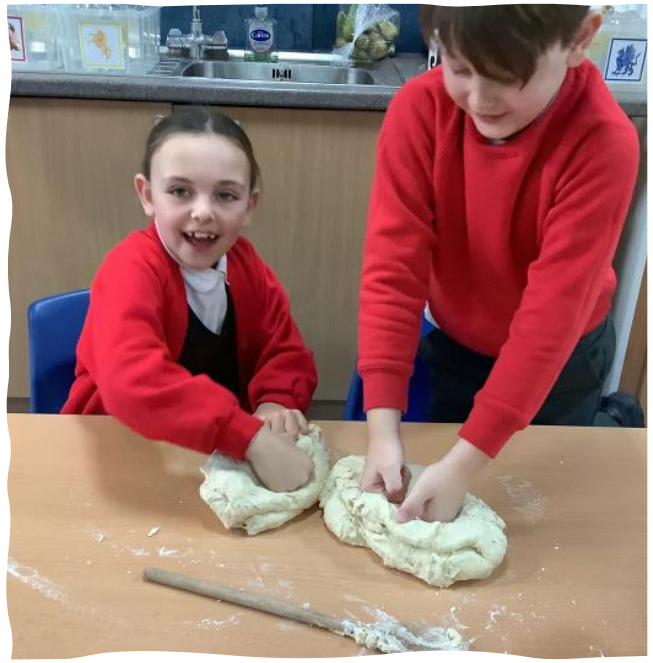
Wider curriculum offer



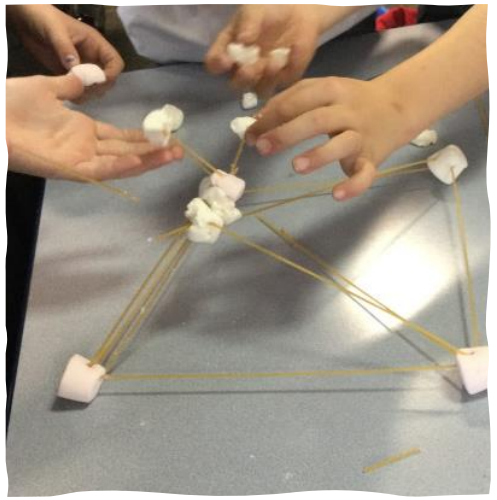
Linked to Science, an annual STEM week is planned to further **nurture** the pupil's interests and talents and to allow for enterprise opportunities.

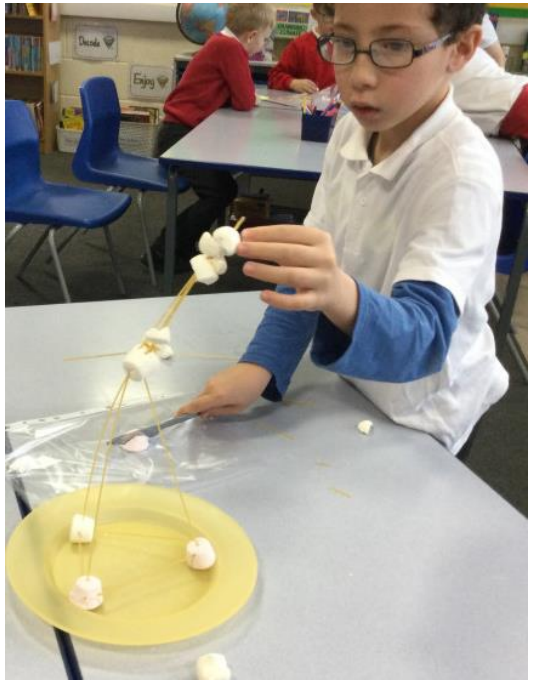
Through assemblies, famous creators are introduced to the children to demonstrate how the how the skills taught in their Design Technology lessons can support their future aspirations.

Wider curriculum offer



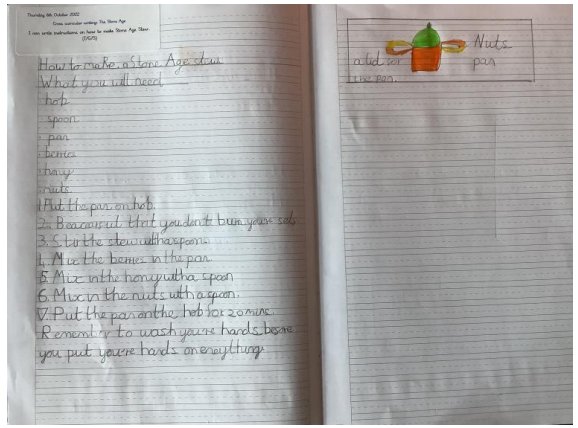
History:
Making bread





STEM: Spaghetti towers

Wider curriculum offer



History:
Stone Age stew

Music:
Instruments for Song Fest