

The teaching sequence in DT

We carry out the curriculum planning in design and technology in two phases: long-term, medium-term/short-term. The long-term plan maps out the units covered in each term during the key stage. The design and technology subject leader works this out in conjunction with teaching colleagues in each year group.

We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

The school uses a variety of teaching and learning styles in design and technology sessions. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including computing.

In all classes there are children of differing ability. At Holborough Lakes Primary School we recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Possible pedagogical approaches used in DT	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Constructivism	Inquiry-based learning; outdoor learning
	Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Liberationism	Pupil-led learning; opportunities to showcase learning
	Learning, working and talking like a designer	Being introduced to the key vocabulary that a designer would use; defining the key vocabulary that a designer would use; high expectations of pupils 'talking' like a designer.

There is a mixture of practical work and theory within DT:

- Children have the chance to work individually and collaboratively
- Children are provided with a variety of materials, tools, and resources for practical work
- Children are taught to use tools safely and to organise and care for materials and equipment
- Children are encouraged to plan and evaluate their work, questioning, comparing and explaining ideas.
- Children are introduced to the key vocabulary that a designer would use ensuring high expectations of pupils be able to 'talk' like a designer.

The teaching sequence in DT is as below and is often delivered as a block of lessons:

Teaching Sequence in DT	'Big Picture' and previous knowledge and skills remembered and understood
	Study of products, designers/craftworkers (which may include independent research)
	Demonstration of techniques by teachers
	Exploration of techniques by children
	Composition designs, experimentation and evaluation
	Design and production of final piece
	Improving work after evaluation
	Reflection and re-cap of knowledge and skills remembered and understood

Assessment

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers will make judgements on the work carried out by pupils, using the National Curriculum statements and Skill progression document.