
# Our DT Curriculum: Glastonbury Thorn School

The DT curriculum at GTS is accessible to all and provides the children with opportunities to experiment with different materials and techniques, working from designs to make items for a purpose. In line with our curriculum ethos, DT is 'hands on' with our DT provision being practical and visual, ensuring that learning opportunities are accessible to all types of learners. The children at GTS are given the opportunities to develop individual skills through the teaching of the National Curriculum objectives within the school's Long Term Plan and Curriculum Intent.

In EYFS, the children begin their journey as Daring Design Technicians by developing simple techniques such as using glue and basic joining techniques. The children begin to make simple plans learn ways in which structures can be improved in terms of strength and design.

In KS1, teachers follow the National Curriculum objectives, which have been organised to increase children's understanding in the DT. In Year 1, the children gain an understanding of making things move with sliders and levers. The children explore more materials and begin to consider suitability and effectiveness. The children also gain a better understanding of the characteristics of materials and how they can be used in a design, such as for a floating vessel. Building on a basic understanding of balanced diets and healthy eating, the children make a fruit smoothie. In Year 2, the children develop their cooking skills further by designing their own soup for the elderly in winter. Developing their technical knowledge further, the children design and make their own bag and celebrate the Indian culture in their topic 'Incredible India.' Towards the end of Year 2, the children are challenged to use and build on their technical knowledge in DT by making an operational moon buggy, considering movement, strength and suitability of materials used. The children are also challenged to review and evaluate their designs and models.

Through the GTS focus 'The Natural World,' the teaching of DT focuses on using natural materials for simple constructions. Also, the children learn about how fruit grows in order to make a fruit smoothie. Through the GTS focus of 'The Earth Our Home,' the children develop an understanding of transportation when learning about floating vessel. As well as making soup for a purpose, the children study the contrasting locality of India making an Indian inspired bag in order to carry produce. Through the GTS focus of 'The Revolutionary World,' the children use their knowledge of floating and sinking to construct a floating vessel for transportation. Just like the pioneers and inventors studied, the children design and make a working moon buggy, using their technical knowledge previously acquired.

To assess the children's progress and understanding, teachers complete ongoing assessments which focus on the National Curriculum objectives and those children who are meeting the objectives or working below/above. This in turn informs weekly planning to ensure that the provision is adapted accordingly and all children are making expected or better progress. DT sketchbooks for each child captures evidence of learning to aid 'knowing more and remembering more.'

Our Cultural Capital intent in DT is through enrichment and building aspirations. *(see Cultural Capital Intent document for DT)*

**'Sticky Knowledge!'**

Our 'Sticky Knowledge' DT expectations begin with children knowing how to make simple structures and models. Our children gain the knowledge of joining materials and use various resources in doing so. The children develop their understanding about using tools safely including scissors and saws. Techniques in sewing are also developed. The children gain the knowledge of being able to design a model before making it and develop the understanding of how to evaluate their own work.

Moving forward, the children at GTS build on their knowledge of evaluation by evaluating existing products in order to develop their own ideas and to make their own designs better. Our aim in teaching technical knowledge is to ensure the children develop their understanding of how making things move through gaining the 'Sticky knowledge' of making sliders and levers. The children develop their knowledge of making further by learning how to measure and mark out quantities.

By building 'Sticky Knowledge,' the children are able to design and make accurate models and products, understanding how to make their models stronger and more durable. In addition, our aim is for the children to become independent in their choice of materials and tools and also in their decision making when using their technical knowledge of building levers, sliders, wheels and axles.

Our aim in DT is to continually develop our children's knowledge and understanding in order to become Daring Design Technicians of the future with the growing technical knowledge to make a difference in the future.