



WHOLE SCHOOL SUBJECT OVERVIEW

SUBJECT: Design and Technology

SUBJECT LEADER: SLT

YEAR GROUP	Details of how the subject fits into the key areas of learning and FS provision			
FS	Please refer to EYFS planning overview document for details			
YEAR GROUP	CURRICULUM DELIVERY METHOD	ACTIVITIES PLANNED AND THEMATIC/TOPIC LINKS (What activities will be taught? What cross-curricular/ topic context will this be in?)	National Curriculum: CONTENT AND SKILLS COVERED Details of which elements of the NC are covered. The skills and content are differentiated across age groups and to meet the needs of individual pupils.	ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES
1 and 2 Year A	D&T is integrated into our creative curriculum through our thematic learning enquiries. D&T skills are taught and then applied through contextualised learning opportunities. There are also additional opportunities to develop D&T skills through PLT challenges and theme weeks.	<p>AUTUMN: Ya. Weather and Seasons: What is the weather like around the world? Design, make and evaluate, weather wheels and weather stations</p> <p>SPRING: Ya. Explore castles: What was life like in a castle? Design, make and evaluate castles (key features of castles)</p> <p>SUMMER: Ya Seaside: What is a sea-side habitat? The seaside in the past The seaside now Sea creatures</p>	<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> understand where food comes from use the basic principles of a healthy and varied diet to prepare dishes 	<p>Weather Vane Weather Wheel</p> <p>Jousting banquet (Shields Banquet cookery) Castle visit Peg dolls for period costumes PLT Challenges</p> <p>Seaside visit Study of sea creatures Visit to Barnsley by the sea Model seaside Sport and Health Week (including healthy eating)</p>
1 and 2	&T is integrated into our creative curriculum	<p>AUTUMN: Yb. What is it like in different parts of the UK?</p>	Design	Walk in our locality Afternoon tea for a famous person (British isles theme)



	<p>through our thematic learning enquiries. D&T skills are taught and then applied through contextualised learning opportunities. There are also additional opportunities to develop D&T skills through PLT challenges and theme weeks.</p>	<p>Familiar towns; Wombwell, exploring, researching, sorting, evaluating, buildings in our locality. Famous people from our area</p> <p>SPRING: Yb. Why are these people famous? Samuel Pepys' diary. Buildings linked to Great Fire of London. Design, make and evaluate buildings</p> <p>SUMMER: Yb. Which plants and animals can we find in our locality? Design make and evaluate shoe box habitats</p>	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> understand where food comes from use the basic principles of a healthy and varied diet to prepare dishes 	<p>Special visitor from the Fire Department</p> <p>Arts week Sport and Health Week (including healthy eating)</p>
3	<p>D&T is integrated into our creative curriculum through our thematic learning enquiries. D&T skills are taught and then applied through contextualised learning opportunities. There are also additional opportunities to develop D&T skills through PLT</p>	<p>AUTUMN: How does South America compare to Wombwell? Design, make and evaluate rain sticks to meet a specified criteria to be played by pupils at the celebration carnival. Research and make Brazilian food for Carnival day, which ingredients do we grow locally, compare with ingredients grown in Brazil.</p>	<p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing that are fit for purpose aimed at particular individuals or groups. generate, develop, model and communicate their ideas through discussion and annotated sketches. <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately. select from and use a wider range of materials and components including materials and ingredients. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria and consider the views of others to improve their work <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet 	<p>South American Carnival Celebration with costumes, samba music and food</p>



challenges and theme weeks.		<ul style="list-style-type: none">• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.• Understand seasonality, and know where and how a variety of ingredients are grown.	
	SPRING: What was life like from The Stone Age to the Iron Age? What was the influence of the Roman Empire on the British People? Design, make and evaluate a roundhouse. Food technology designing and making pancakes. French Food	<p>Design</p> <ul style="list-style-type: none">• use research and develop design criteria to inform the design of innovative, functional, appealing that are fit for purpose aimed at particular individuals or groups. <p>Make</p> <ul style="list-style-type: none">• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none">• understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none">• apply their understanding of how to strengthen, stiffen and reinforce more complex structures. <p>Cooking and nutrition</p> <ul style="list-style-type: none">• understand and apply the principles of a healthy and varied diet• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Educational Visit to Murton Park MfL week exploring French food.
	SUMMER: What is life like underwater? Design, make and evaluate a model of a deep sea creature.	<p>Design</p> <ul style="list-style-type: none">• use research and develop design criteria to inform the design of innovative, functional, appealing that are fit for purpose aimed at particular individuals or groups. <p>Make</p> <ul style="list-style-type: none">• select from and use a wider range of tools and equipment to perform practical tasks accurately.• select from and use a wider range of materials and components including materials and ingredients. <p>Evaluate</p> <ul style="list-style-type: none">• evaluate their ideas and products against design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none">• apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Educational Visit to The Deep Arts Week



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		<p>SPRING: What was life like in Anglo-Saxon and Viking Britain? Designing and making Viking shields and a Viking longboat</p>	<p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing that are fit for purpose aimed at particular individuals or groups. <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately. select from and use a wider range of materials and components including materials and ingredients. <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> further their understanding of how to strengthen, stiffen and reinforce more complex structures. 	Class Anglo-Saxon and Viking Learning celebration shared with whole school.
		<p>SUMMER: What on Earth is beyond our planet? Space buggies</p>	<p>Developing further Design, Make and Evaluate elements as above</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages 	Arts week Interactive Space display



5	D&T is integrated into our creative curriculum through our thematic learning enquiries. D&T skills are taught and then applied through contextualised learning opportunities. There are also additional opportunities to develop D&T skills through PLT challenges and theme weeks.	AUTUMN: How does Whitby compare to Wombwell? SPRING: Who were the Ancient Greeks? Design, make and evaluate Greek Pottery SUMMER: I'm a celebrity get me out of where? Design and make a shoebox habitat	Design <ul style="list-style-type: none">• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Make <ul style="list-style-type: none">• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate <ul style="list-style-type: none">• investigate and analyse a range of existing products• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Cooking and Nutrition <ul style="list-style-type: none">• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (taught with Science)	Residential Visit to Whitby Whitby celebration assembly Visit from Experience Barnsley Staff Whole school Arts week.
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6	<p>D&T is integrated into our creative curriculum through our thematic learning enquiries. D&T skills are taught and then applied through contextualised learning opportunities. There are also additional opportunities to develop D&T skills through PLT challenges and theme weeks.</p>	<p>AUTUMN: What can we find out about the human and physical geography of the countries, oceans and cities of the Pacific Rim?</p> <p>SPRING: What is the story behind chocolate? Design, make and evaluate own chocolate boxes. Food technology: making chocolates.</p> <p>SUMMER: Who were the Ancient Egyptians? Generate ideas, develop model and communicate. Use a wider range of materials and construction materials to build models</p>	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical Knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Prepare and cook a variety of dishes using a range of cookery techniques • Understand where and how a variety of ingredients are grown 	<p>Visit to SWP or BH to explore animals in their habitats.</p> <p>Chocolate development day, Pupils explore the work of a chocolatier and design their own chocolates to present in their individually designed chocolate presentation boxes.</p> <p>Develop Egyptian display of cross-curricular and creative work to share with the whole school.</p>
<p>ADDITIONAL WHOLE SCHOOL INFORMATION: (displays, website, theme weeks, initiatives, PLT challenges, community links, competitions, etc)</p>				
<p>D & T integrated into creative and enquiry based thematic planning. Theme weeks throughout the year present opportunities for pupils to develop their D&T skills, PLT challenges, teachers to add photographs and evidence to their class pages on the school website.</p>				



Community Cohesion, enrichment and extra-curricular: School takes part in National Events (science and technology week). Children compete in interschool, local and national events and competitions. Pupils have the opportunity to take part in school trips to further their knowledge of design and technology. All classes have the opportunity to take part in cookery and nutrition based activities.

Theme Weeks: We have an annual science and technology week.

PLT challenges: Many of our half termly PLT challenges have a design and technology focus

Pupil Premium/Dis: Any events or activities in school requesting a voluntary contribution PP funding is used to ensure engagement from all PP | Dis students. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.

G&T/Challenge: All D&T activities are differentiated. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.

SEN/Inclusion: All lessons are differentiated and the school's inclusion policy followed. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.