



Design and Technology

The design and technology curriculum at Pye Bank is focused around enabling pupils to be creative and innovative whilst developing a wide range of practical skills. Pupils have the opportunity to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

The designing and making process is at the heart of Pye Bank Design and Technology Curriculum. The scheme of work ensures children design, make and evaluate products using the broad range of materials and components specified in the statutory requirements. These include construction materials, textiles, food, mechanical components and also, in Key Stage 2, electrical components. Each unit has its own project planner to support teachers in their delivery of design technology lessons which is supported by the guidance from the Design Technology Association.

Throughout each unit, pupils will have the opportunity to experience three different elements to help develop their skills and knowledge in D and T. These elements are:

- **Investigative and Evaluative Activities (IEAs)** where children learn from a range of existing products and find out about D&T in the wider world;
- **Focused Tasks (FTs)** where they are taught specific technical knowledge, designing skills and making skills;
- **Design, Make and Evaluate Assignment (DMEA)** where children create functional products with users and purposes in mind.

Each project is based on the six essentials of good practice in D&T. These are in place in teachers' planning to ensure children's learning is genuinely design and technological in nature.

- **User** – children have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences.
- **Purpose** – children know what the products they design and make are for. Each product has a clearly defined task that can be evaluated in use.
- **Functionality** – children design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics.
- **Design Decisions** – when designing and making, children have the opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.
- **Innovation** – when designing and making, children have scope to be original with their thinking. Projects encourage innovation and lead to a range of design ideas and products being developed.
- **Authenticity** – children design and make products that are believable, real and meaningful to themselves.

