

Graiseley Primary School Curriculum



Subject On a Page

Vision:

"To inspire and guide children and provide them with the skills they will need for the developing world."

Intent:

At Graiseley Primary School, we believe Design and Technology helps children become creative thinkers, problem-solvers, and confident makers. As our DT curriculum is designed using 'Project on a Page' (POAP), our DT curriculum gives pupils the chance to explore ideas, work with different materials, and learn how things are designed and made in the real world. Our intent is to inspire children to be curious, creative, and independent in their thinking. We will teach pupils how to plan, make, and evaluate their own products and help children learn how to use tools and materials safely and carefully. Pupils will build knowledge of structures, mechanisms, textiles, electronics, and food, and they will be encouraged to work together, share ideas, and solve problems. The curriculum is designed to show how design and technology is used in everyday life, in jobs, and in the wider world. Children will develop resilience and pride in making, testing, and improving their work. Design and Technology at Graiseley Primary School is hands-on, exciting, and full of opportunities to explore, create, and learn.

Implementation:

At Graiseley Primary School, Design and Technology is taught through a carefully planned and progressive curriculum that builds knowledge, skills, and creativity from EYFS to Year 6. Our DT lessons are practical, purposeful, and linked to real-life contexts, allowing children to explore, design, make, and evaluate with increasing independence. Teachers adapt the Project on a Page planning carefully to meet the needs of the children. Objectives from the POAP form our medium-term plans, which are then transferred onto a progression map for each cross curricular topic. Teachers are able to see what skills and knowledge have been taught previously. Alongside this, a knowledge organiser is created which outlines knowledge and skills (including vocabulary) that children should master. Teachers are then able to design a cycle of lessons for each subject, which plans for progression and depth (taken from POAP).

Progression of Skills in Design Technology explored and mastered overtime at Graiseley Primary:

Design

- Understanding contexts, users and purposes
- Generating, developing, modelling, and communicating ideas

Making

- Planning
- Practical skills and techniques

Evaluating

- Own ideas and products
- Existing products
- Key events and individuals

Technical knowledge

- Making products work

Cooking and nutrition

- Where food comes from
- Food preparation, cooking and nutrition.

Impact:

The impact of our DT curriculum is seen in the confidence, creativity, and independence our pupils develop. Through hands-on experiences and purposeful projects, children gain a deep understanding of how products are created and improved. By the end of Key Stage 2, pupils will be able to plan, make, and evaluate their own products using a clear design process. They will demonstrate technical knowledge across all DT strands, as well as have confidence in using tools and materials safely and effectively. Children will have the knowledge to apply problem-solving skills and think critically about improvements. Book scrutiny indicates high expectations and reflect what pupils have learned to a good/very good standard. Assessment shows pupils are making good progress in both practical skills and design thinking.