

Intent

At Beaumont Lodge Primary School, we want our children to love art, craft and design! We want them to have no limits to what their ambitions are and to grow up wanting to be illustrators, graphic designers, fashion designers, curators, architects or printmakers. Our Design and Technology curriculum is designed to engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create products that solve real and relevant problems within a variety of contexts.

Implementation:

We teach DT by linking it to our topics and key artists using a flexible approach. These lessons can be taught through a Design and Technology curriculum day each term, or taught as a singular subject weekly. Each child has their own workbook, in order to foster their sense of creativity and design. These are used to make initial sketches, develop skills, record ideas and develop opinions. Through the exploration of an initial key artist, craft maker or designer and their work, every child is given the opportunity to learn the skills of designing and making. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Through in-depth discussion, the pupils explore how their DT can be improved using informed observations and developing their critiquing and peer feedback skills. Cross-curricular links are promoted to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts. A clear progression of skills ensures all pupils are challenged in line with their year group expectations and extended where appropriate, and are provided with opportunities to build on their prior knowledge. Planned into each unit of study in KS1 and KS2 are opportunities for the children to reflect and develop, including through the use of workbooks, and chances for self and peer-assessment. Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained. To support teaching, staff access a range of resources and planning. Our Foundation Subject Assessment Tracker allows us to use data to inform future practice.

We are engineers make



explore embellish
experiment represent
develop produce
compare sort
research plan evaluate
apply fold make join

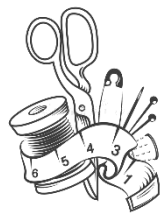




Colour mixing



Simple printing



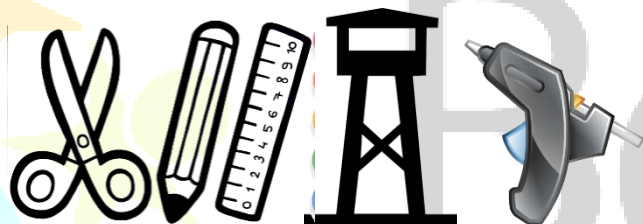
Simple weaving



Simple collage



Exploring Fruit and Vegetables



Boats & beach huts

Select and use a range of materials, components, construction kits, and mechanical products.
Measures, marks out, shapes and cuts most materials (safely)



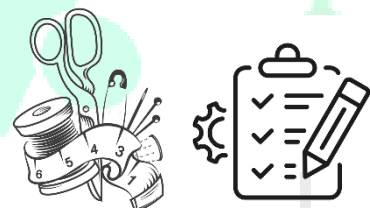
Making an unsinkable ship

[Flaps and simple mechanisms and operate them successfully]



Moon buggy

Know about the movement of simple mechanisms such as levers, sliders, wheels and axles. Evaluate how well the products worked; whether they achieved their purpose, and the needs/wants of the users.



Safari

Recognise that 3D textiles products can be assembled from two identical fabric shapes. Use the correct technical vocabulary for projects (stuffed animals). Make simple joins by manipulating modelling material or pasting



Royalty

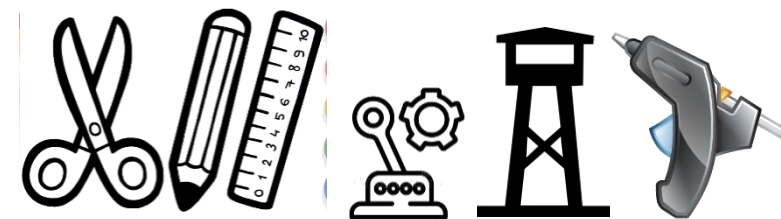
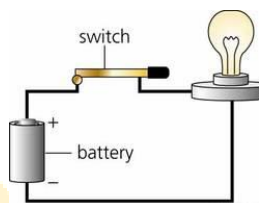
Recognise that food comes from plants or animals, food is farmed, grown elsewhere or caught.
Know how to prepare simple dishes safely and hygienically, without using a heat source.
Prepare a range of simple dishes.



Castles

Understand how freestanding structures can be made stronger, stiffer and more stable (Tower)
Talk about design ideas and what is being made. Share and clarify ideas through discussion.
Model ideas using prototypes (nets / plastic stuff/Polyhedra)
Evaluate how well the products worked; whether they achieved their purpose, and the needs/wants of the users.

Yr3



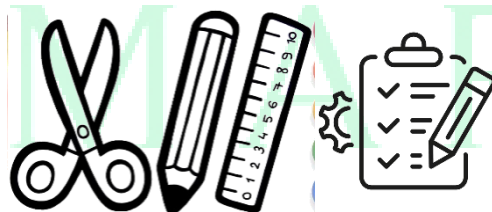
Mountains
Torches [Know that simple electrical circuits and components can be used to create functional products]

Stone Age
(Trousers) Describe the purpose of their products. Develop their own criteria. Selects tools and equipment suitable to the task. Evaluate how well the products worked; whether they achieved their purpose, and the needs/wants of the users.

Iron Age
Share and clarify ideas through discussion. Model ideas using prototypes (nets / plastic stuff/ Polyhedra), annotated diagrams and CAD to develop and communicate ideas (Minecraft)

Egypt
Shaduf: mechanical systems, levers and linkages create movement.
Make strong, stiff shell structures. Selects tools and equipment suitable to the task, measures, marks out, cuts and shapes materials

Yr4

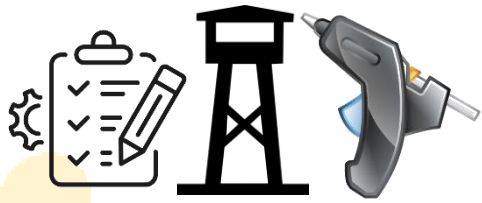


Greeks: Catapult & Chariots
Gather information, develop design criteria and use this to inform ideas

Mayans: Mayan Stelae
Describe the purpose of products. Order the main stages of making in logical steps. Measure, mark out, cut and shape materials and components with accuracy

Americas: Make a compass
Confidently select tools and equipment suitable to the task. Explain their choices, giving evidence. Select materials and components suitable to the task. Evaluate how well the products worked; whether they achieved their purpose, and the needs/wants of the users.

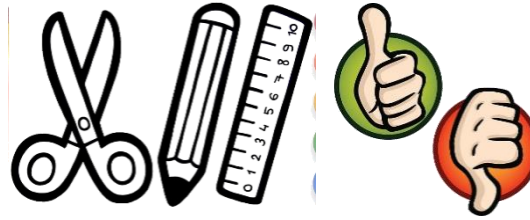
Yr5



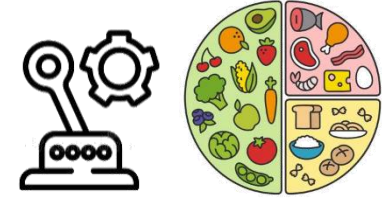
Romans: Roman helmet
Describe in detail, the purpose of their products. Indicate design features of their products.
Evaluate their ideas



Vikings: Viking Long ships and shields
strengthen, stiffen and reinforce more complex structures
Develop a simple design specification to guide their thinking

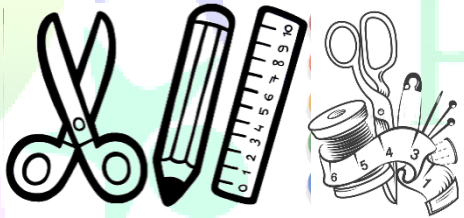


Stargazers: Sun Dials
Make design decisions that take account of the availability of resources.
Measure, mark out, cut and shape materials and components with accuracy
Evaluate how well the products worked; whether they achieved their purpose, and the needs/wants of the users.

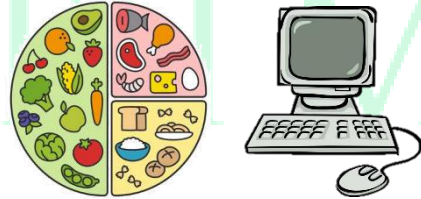


WWI: Tanks/ Wartime recipes
Use learning from science, mathematics and other subjects and sources to help design and make products that work.
Gears, pulleys, cams, levers and linkages
Prepare and cook a variety of savoury and some sweet dishes

Yr6



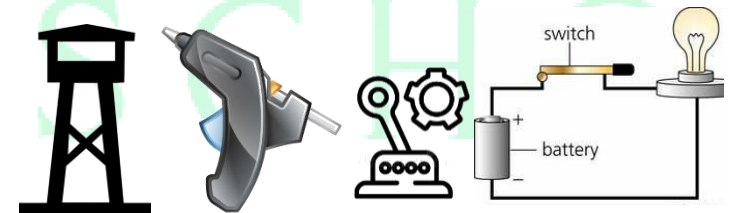
Darwin: D&T: Sashes & Gruel!
Annotated sketches and exploded diagrams to develop and communicate ideas
Measure, mark out, cut and shape materials and components with accuracy



The Tudors: D&T: Tudor Houses & Banquets
Use annotated sketches and CAD packages
Prepare and cook a variety of savoury and some sweet dishes
Make strong, stiff shell structures for a purpose



Ancient Civilisations: D&T: Perfume!
Plan and design my own perfume: Select materials and components suitable to the task.
Produce appropriate lists of tools, equipment and materials that they will need. Evaluate how well the products worked; whether they achieved their purpose, and the needs/wants of the users.



WWII: D&T: Watch out for lighthouses
Use an extensive range of materials and components, mechanical, construction kits and electrical
Know how mechanical systems such as levers and linkages