

St Erth School

Progression of a unit in DT

Steps to the unit are not an indication necessarily of the number of sessions that will form a unit of study. Multiple steps may be carried out in a single session. The teaching of DT is often blocked by teachers to increase efficiency. Setting up practical elements takes time as does gathering resources, therefore having DT as a single focus in a block reduces setup and clearing time.

Step 1: Recall and purpose.

Pupils are guided to recall prior learning that will support them in the study of this unit. This knowledge is reviewed by the teacher and any gaps in skills or knowledge identified are addressed at this stage. Knowledge organisers from the previous unit are used to guide this teaching and assessment. Within St Erth's curriculum units build upon prior units in the same theme. E.g. textiles, structures, electrical systems etc. Teachers also review the purpose of DT and where this unit will sit in developing pupil's knowledge and skills.

Step 2: Research

Pupils investigate real life examples and products and discuss how they are constructed, what they look like/ taste like and what makes them appealing. This could be in the form of examining existing toys, real life demonstrations, taste testing, rating products or conducting research using books and the internet. Pupils will discuss who the target audience is for the product and what the specifications may be for the product design.

Step 3: Explicit Skills

Explicit teaching of a new skill that links to previous learning. Structures – cutting and joining using a new material or technique, e.g. glue gun; textiles – developing stitching techniques; Cooking and Nutrition – develop cutting techniques starting with playdoh for example.

Step 4: Design

Children create a design using diagrams or CAD depending on the topic. At this stage children consider their design brief and the target audience. EYFS – informal sketches and discussion where appropriate. Y1-2 – Drawing and labelling 2D diagrams using modelled language. Y 3-4 – Using annotated diagrams, cross-section diagrams and thumbnail sketches. Y 5-6 – Use cross section diagrams, use exploded diagrams and CAD. Explain how the plans work.

Step 5: Making

Using prior and new skills to build/make/do.

Step 6: Evaluate

EYFS – Discussion – likes, dislikes, what went well, what could make it better.

Year 1&2 – Skills audit, what I like, what went well, what could make it even better.

Year 3&4 – As above, how could the product be adapted to meet different needs or users.

Year 5&6 – As above, discuss a problem that had to be overcome.