DT Curriculum Statement

Vision for DT at Foxhills

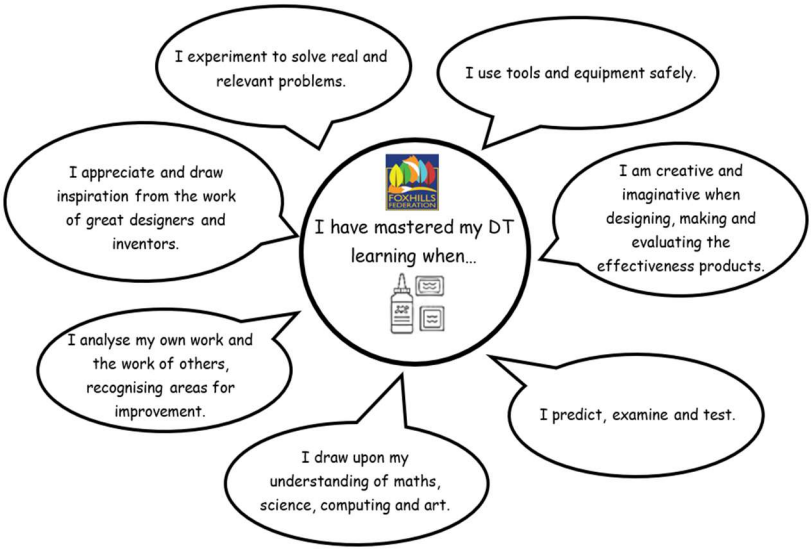
To inspire every child to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values

DT is the study of the production of manmade objects/ systems/environments for the purpose of solving particular human needs. There are three important elements to DT: investigating and evaluating existing products, learning how things work and learning to design and make functional products for particular purposes and users. It is a fast-moving subject, because society's needs are always changing. A correct solution today, may well not be valid tomorrow, so children must be challenged to be creative and innovative in their designs, as well as considering important issues such as sustainability and enterprise.

The DT curriculum at Foxhills has been designed to inspire children to use their creativity and imagination 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. Our curriculum provides children with the disciplinary knowledge that enables them to test, refine and develop their products, testing that they work and improving them if they don't.

The curriculum at Foxhills equips children with the knowledge required to make an essential contribution to the creativity, culture, wealth and well-being of the nation.

The disciplinary knowledge for DT at Foxhills is defined below.



Sequencing of the DT Curriculum

How is the DT curriculum organised?

Units of work have been developed and planned that we know are interesting, relevant, and which provide the necessary framework within which to develop a broad range of knowledge, skills and understanding whilst also ensuring full coverage of the national curriculum.

The units of work have been sequenced into the key design and technology 'strands' of mechanisms, structures, food technology and textiles. Each term, the Federation will focus on one key skill of the design and technology cycle: Research and Design, Make and Evaluate.

The key skills specific to the teaching of design and technology (the disciplinary knowledge) are developed across each strand and alongside critical thinking. This has been mapped out alongside vocabulary, enabling children to progressively develop their ability to think like engineers or chefs whilst making connections between different areas of their learning.

	The ‘substantive knowledge’ provides the focus for teaching and learning and encompasses the ‘facts’ and skills we want children to know and to have mastered by the end of each unit of work. The revision of ideas is an integral component of our DT curriculum and the children are provided with ample opportunities to build depth within their understanding. Through revisiting and consolidating skills, the sequence help children build on prior knowledge alongside introducing new skills, knowledge and challenge.