

Bingham Primary School – DT Curriculum

DT Curriculum

The Design and Technology curriculum aims to inspire pupils to become curious, creative and innovative thinkers with a broad understanding of how products are designed and made, in other words, to think like designers and engineers. The intention is for pupils to develop the confidence to identify problems, generate ideas, plan and create products and evaluate their outcomes. We aim to raise pupils' awareness of how design and technology shape the way they live, work and interact with the world. It encourages pupils to become resourceful, enterprising individuals who have the skills to contribute to and improve the world around them. The curriculum is designed to be both accessible and ambitious, ensuring all learners' full participation and potential achievement.

The curriculum is taught weekly, alternating with Art every half-term. Every lesson follows a consistent four-part structure: **Recap and Recall**, **Attention Grabber**, **Main Event** and **Wrapping Up**. Each lesson begins with a **Recap and Recall** activity that revisits prior learning. This reinforces key knowledge, strengthens long-term memory and helps pupils make connections between previous and new learning. The **Attention Grabber** is a brief, engaging activity designed to spark curiosity and introduce the lesson's focus. The **Main Event** forms the core of the lesson, where pupils engage in activities that develop their understanding of the learning objective. This includes a combination of teacher modelling, guided practice, and independent or collaborative tasks that are carefully adapted to support all learners. The lesson concludes with **Wrapping Up**, a reflective activity that consolidates learning. This may involve reviewing the success criteria, discussing key learning points, or applying knowledge in a different context to assess understanding and encourage deeper thinking.

Design and Technology lessons incorporate ongoing formative assessment opportunities, including questioning, retrieval practice and interactive activities, enabling staff to assess understanding in real time and adapt teaching accordingly. Each unit also includes an assessment quiz, which allows staff to measure pupils' understanding at key points throughout the unit. These assessment opportunities help gauge how well pupils have retained and applied key Design and Technology knowledge and skills over time.

Resources:

DT Curriculum Information	Design and technology curriculum information
Progression of Skills and Knowledge	Knowledge/Skills
Vocabulary Progression	Vocabulary
National Curriculum	National curriculum in England: design and technology programmes of study - GOV.UK
National Curriculum Mapping	Mapping
Curriculum Overview for Parents/Carers	Parent Overview

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Curriculum Coverage Grid & Planning

	Autumn	Spring	Summer
Year 1	<u>Mechanisms: Matching slider game</u>	<u>Structures: Stable structures</u>	<u>Cooking and nutrition: Smoothies</u>
Year 2	<u>Mechanisms: Fairground wheel</u>	<u>Structures: A chair for a bear</u>	<u>Textiles: Pouches</u>
Year 3	<u>Mechanical systems: Pneumatic toys</u>	<u>Structures: Product packaging</u>	<u>Cooking and nutrition: Eating seasonally</u>
Year 4	<u>Mechanical systems: Mechanical cars</u>	<u>Structures: Helmets</u>	<u>Textiles: Fastenings</u>
Year 5	<u>Digital world: Monitoring devices</u>	<u>Structure: Bridges</u>	<u>Cooking and nutrition: Developing a recipe</u>
Year 6	<u>Mechanical systems: Automata toys</u>	<u>Electrical systems: Steady hand game</u>	<u>Textiles: Bags</u>