

The meaning behind our carefully planned Design and Technology curriculum is to ensure children see Design and Technology as a totally separate entity to Art and Design. D&T at Holsworthy Primary is taught in one-week-blocks to enable the effective organization and teaching of the following skills: designing, making, evaluating and technical knowledge and understanding. These four skillsets combine with the understanding that D&T is nearly always about developing a product for a purpose.

With purpose in mind, as children progress through the school, they will gradually develop the skills to refine a perfect design linked to a specific purpose and target audience. However, before this is possible, certain knowledge and understanding must be formed from the early years. Such as, first-hand experience with materials, tools and equipment; communicating ideas through technical talk; and engaging in sensory evaluations with real-life products. These basic core skills will be gradually built upon as children progress through the year groups.

Our D&T curriculum of progression is designed to fulfil children's learning within four specific strands:

- The first strand – Structures – involves children developing practical joining techniques with robust materials until they are able to design and make a sophisticated, stable, free-standing structure for a specific purpose. This will generally be taught as part of their WildTribe sequences of learning, as the WildTribe learning environment lends itself perfectly to this learning.
- The second strand – food technology – will invite children's passion for, and offer experience of, a variety of different food types involving ongoing sensory evaluations. This will gradually build to the children considering a key target audience in their design brief to create well-designed food products.
- The third strand – levers and pulleys – is designed to encourage children's practical thought processes to problem solve in a practical context in order to create movement. It will allow for experimentation and understanding of cause-and-effect (or, energy input and energy output) design models.
- The fourth strand – textiles – invites thorough and refined fine motor skill development and offers the perfect opportunity for children to showcase their combination of practical and creative abilities. Particularly by UKS2, where children should have the basic core skills necessary to design and create their own product using sophisticated joining and aesthetic techniques. This will be run as a yearly D&T week leading up to a grand finale 'Christmas Decoration sale'. Progression of skills will be evident across the school.

