



Intent – what we aim to achieve

Provide hands-on experiences that foster creativity and diverse design approaches for all children.

Encourage children to be independent and collaborative problem-solving, nurturing individual thinking skills and teamwork.

Empower children to design, create, gain knowledge, and reflect on their DT work, celebrating successes and promoting self-evaluation.

Inclusive approach

We recognise the individual and specific needs of all our learners and that they will not follow a traditional or linear curriculum journey. Our DT Journey is based around the Cherry Garden Curriculum (Expressive Arts and Design), Key Stage statements from the National Curriculum and our learners' EHCP outcomes and Areas of Need. This Journey is underpinned by the central aims of Hammer Lane Academy and the values held by the school community and the wider Trust.

At Hammer Lane Academy we have the highest expectations and aspirations for all our pupils. We want them to learn, know and grow. We recognise that DT develops fundamental problem solving skills. We are committed to providing every child with the best possible opportunities to learn how to use purposeful tools and develop critical thinking skills to support future independence in adult life. We recognise that expected skill development sits alongside the EHCP Areas of Need of Cognition and Learning, Communication and Interaction and Sensory/Physical.



Implementation - how we will achieve our aims

Solid Foundations

The foundations for design and technology begin in Hive 1, as all the Hives build on the learning and early experience they have had, such as; exploring different materials freely, in order to develop their ideas about how to use them and what to make and joining different materials and exploring textures. Early enjoyable experiences of manipulating different media such as card and paper to join, construct, fasten and glue. Experience of simple tools and techniques including glue and Sellotape are processes used in Hive 1 and built on each year.



Implementation (continued)

Key skills development

Creative, technical and practical expertise - emphasises the need for a breadth of DT related expertise. Within projects, pupils should learn how to generate a range of imaginative and purposeful design ideas, acquire technical know-how to translate ideas into solutions and apply the practical skills and techniques needed to produce high quality products that fulfil users' needs.

Repertoire - the range of DT specific knowledge, understanding, skills and vocabulary that the pupils develop over time which they select from with increasing confidence and independence and use a range of these effectively when designing and making products.

Critique, evaluate and test - pupils will be encouraged to scrutinise the suitability and effectiveness of ideas, designs and products from the point of views of both the designer and end user.

Visible Learning

Learning is recorded and assessed using Cherry Garden maps and Key Stage statements on Tapestry and shared with parents. The lessons are centred around a learning objective.

The DT Learning journey works towards a final outcome, which is typically a 'product' that is produced for a purpose or linked to a topic. DT is showcased in in areas that are less likely to overstimulate learners.

Language Development

Understanding technical vocabulary is pivotal in DT. Pupils encounter subject-specific vocabulary based on the topic of learning, which is further developed across the Hives. Vocabulary is explored in lessons and displayed on word maps for easy reference. Instructions are given at the appropriate ability levels with required scaffolds and evaluations and discussions are incorporated into the learning journey.

Cross curricular links

Each topic in DT is connected to the termly topic theme, creating meaningful links with geography, history and RE to enhances knowledge and skills transfer. British Values are practised through collaboration, respect for diverse designs, democratic decision-making, and adherence to safety and hygiene rules when working with tools, equipment and food.



Impact - how we will know we have achieved our aims:

Through implementation of the DT curriculum at Hammer Lane, pupils will:

- build upon prior knowledge and experiences to learn and develop new skills, promoting growth and progression.
- develop the ability to act as responsible designers and makers, using materials carefully and working safely.
- develop confidence to discuss their designs (using communication boards, where applicable), reflect and adapt with grown mindset.
- participate in wider DT-based activities, applying the skills taught across different curriculum areas.
- data collected through Tapestry assessments.
- develop a love for DT and an appreciation of the design process.