

Design technology

The impact of our curriculum

Impact

We assess the impact of our Design Technology curriculum through:

- *formative assessment activities
- *summative assessment activities
- *pupil voice interviews

Formative assessment



- *Retrieval based learning activities
- *Use of knowledge mats
- *Open questioning

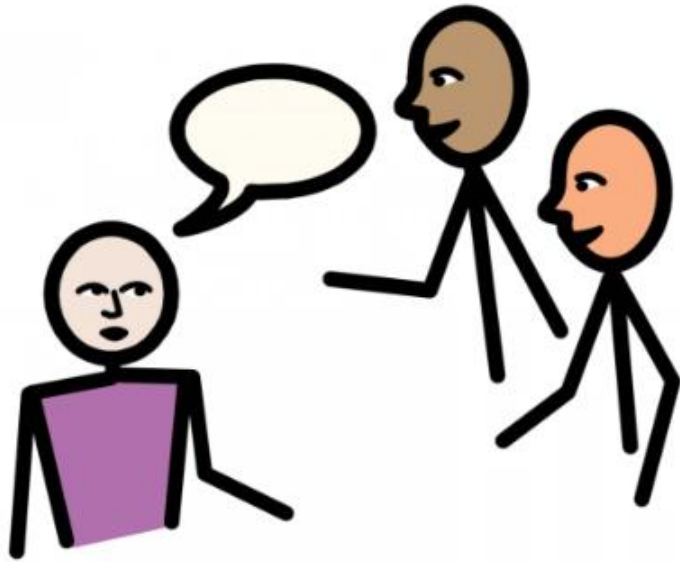
Summative assessment



*Exit tasks e.g. quizzes, answering the key learning question

*Evaluations

*Pupil voice interviews with the subject leader



 UNCRC Article 12

I have the right to be listened to and taken seriously

Pupil voice

What do our pupils think about DT?

I like making models
and
playing with them. I made a
rocket with a volcano in.

BS, YR

I like building with the
blocks because I can
make houses.

LP, YR

I liked making the
smoothies because we
got to try different
ones before we made
ours. My favourite
flavour was grape,
spinach, and mango.

JN, Y1

What do our pupils think about DT?

I liked making the windmills.
We got to decorate the parts
and glue them together.

MD, Y1

I have enjoyed sewing as we got to
do our own choice
– It was relaxing!
I liked to make the wraps
because we could include
different foods.
We could design things in our
own way.

MM, Y1

I have enjoyed the healthy wraps
because I did a chicken one with
some ketchup and mayo.

KH, Y2

What do our pupils think about DT?

In DT we did some sewing and made bookmarks.
We designed them first and then evaluated them to see if they worked.

KH, Y3

I like DT because we can design our own things.
We have made a lego robot and made it move using an I-Pad.

HC, Y4

I like it because my confidence has now grown and I know what I am doing.

AB, Y4

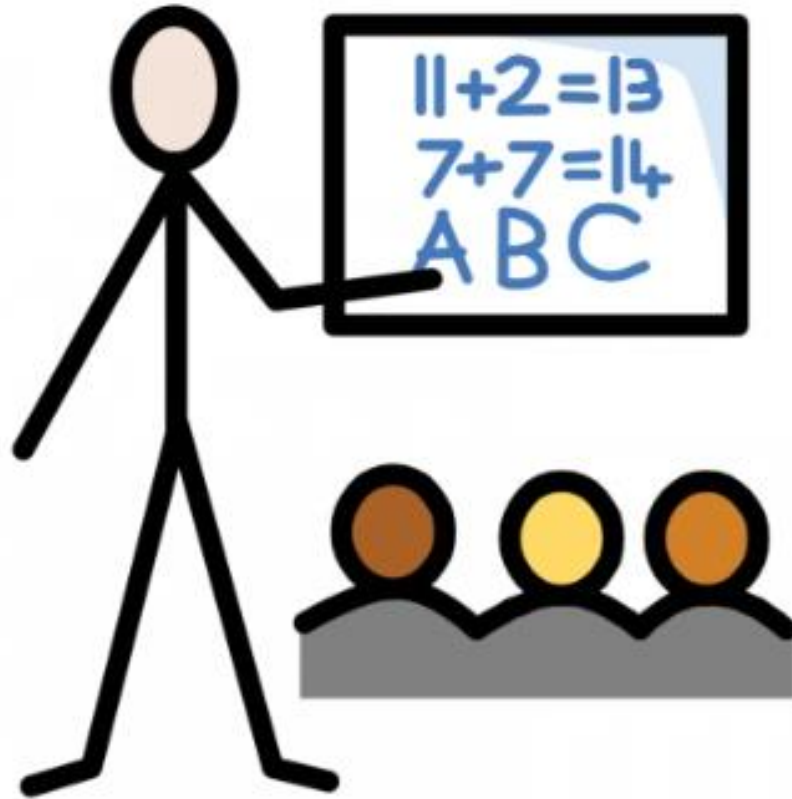
What do our pupils think about DT?

We could experiment with
what weight the bridges could hold.
We could be independent and make
our own design.

RS, Y5

I have enjoyed that it is
linked to Science– lots of
electrical elements and
robotics.

HC, Y4



 UNCRC Article 28

I have the right to an education

Examples of
learning

YN



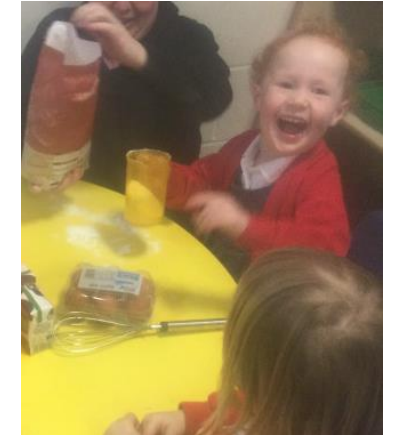
Ugly Bug Ball



Making
gingerbread
men

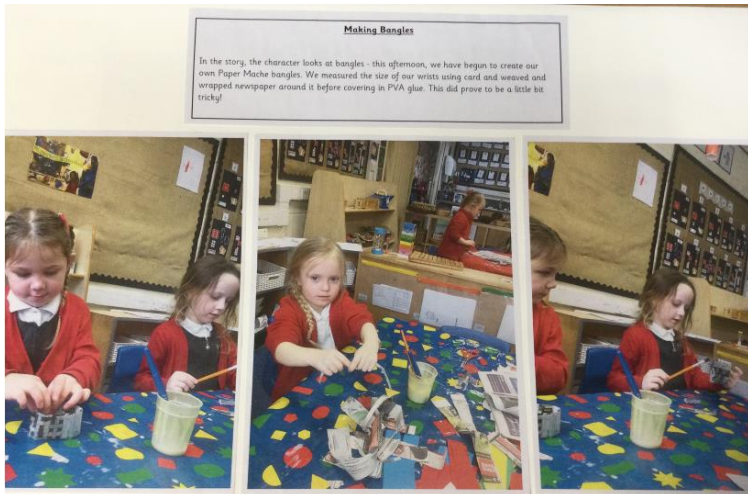


Junk modelling:
Jelly Fish

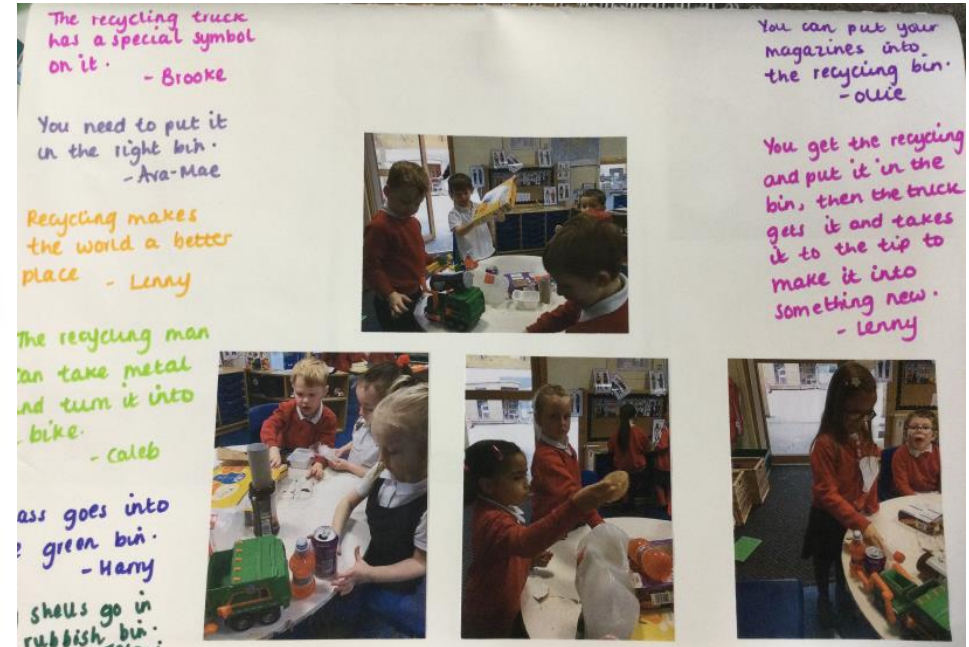
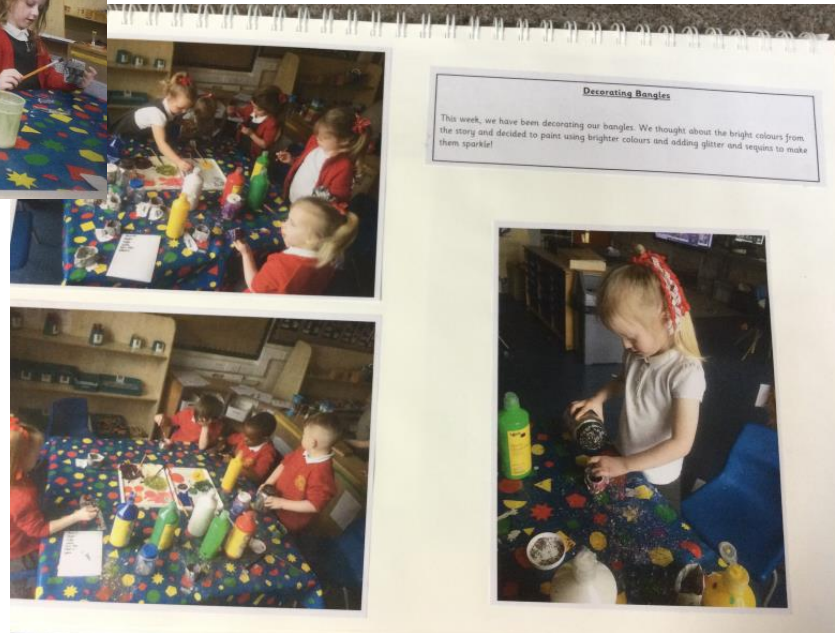


Making
pancakes

YR




Textiles :
Bangles



Junk Modelling

YR




In the story, the characters listened to bagpipes. We listened to someone playing bagpipes - with most of us saying we enjoyed the sound that they make. We spoke about how difficult it must be to learn to play the bagpipes.

We found out that bagpipes are usually played in Scotland. We located this on the map.

Making our own Pumpkin Soup.

* We prepared the vegetables, cooked, seasoned and blended before tasting.

Food: Making pumpkin soup




Supertato Models

We created our own 'Supertato' inspired superheroes using a variety of resources including potatoes for the main body, match sticks for the arms and cut gum paper out for the capes and masks. We discussed how we could attach the different parts to the body either by gluing or pushing items onto the potato. We spoke about the adventures our own 'Supertatoes' could go on.

the supermarket is

Kodan thought of the sentence independently. Some prompting to segment. Reminded to use capital letters.

"The supermarket is dark and scary because Evil Pea was trying to mash supertato!"



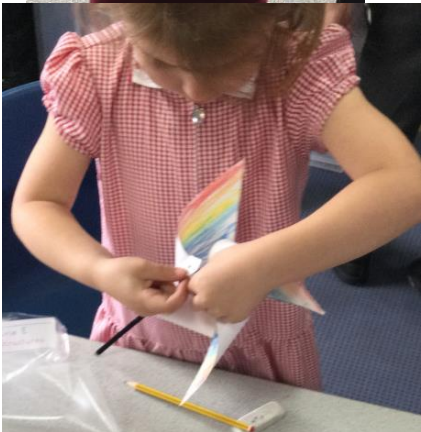
Modelling

YR



Junk modelling

Year 1



Structures:
Windmills



Food: Smoothies



Moving
story books



Year 1

Kapow Primary

Smoothie ingredient taste testing

Smoothie	Ingredients	Appearance/Feel Rough, smooth, soft, hard, spikey, furry, grainy, leafy, bright, shiny, dull	Smell Sweet, strong, citrus, earthy	Taste Sweet, bitter, juicy, watery, dry, crunchy	Like?
1	Carrot	spikey	sweet	watery	✓
	Pineapple	hard	sweet	pe	✓
	Mango	smooth	earthy	at	✓
2	Spinach leaves	dull	sweet	y	✓
	Banana	bright	e	juicy	✓
	Grapes	suffy	juicy	y	✓
	Apple	shiny	sy	sweet	✓
3	Cucumber	dull	sweet	ret	✓
	Banana	hard	e	juicy	✓
	Strawberries	shiny	sweet	juicy	✓

I will be making smoothie [] because

2

Kapow Primary

Smoothie evaluation

What I found hard was... it was hard to pick my smoothie.

What I learned was... Pineapple is tasty

Year 1

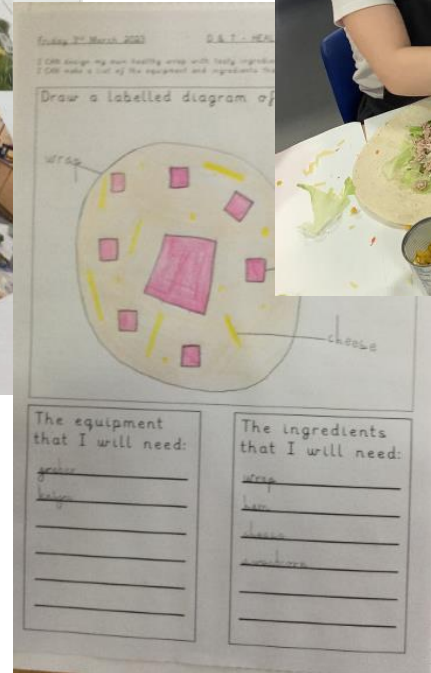
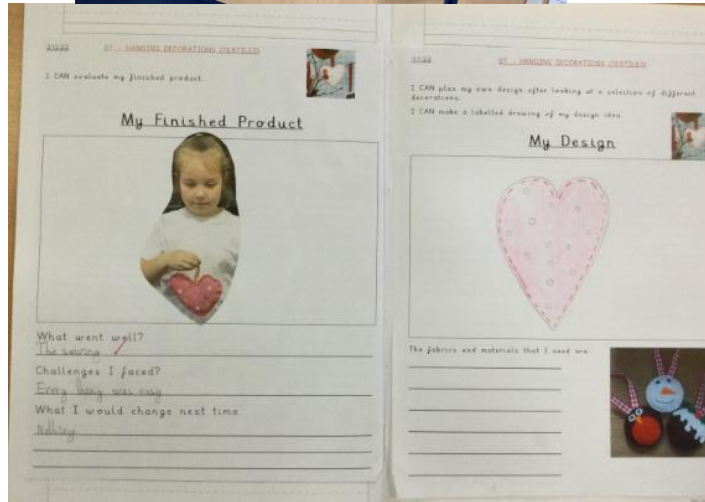


Structures: Windmills

Year 2



Textiles:
Hanging
decoration

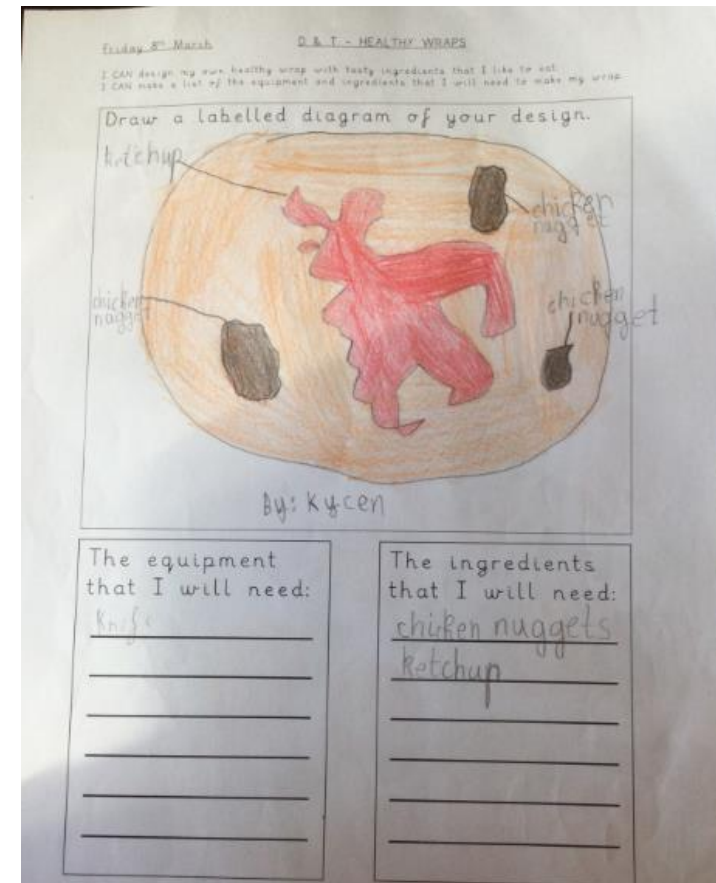
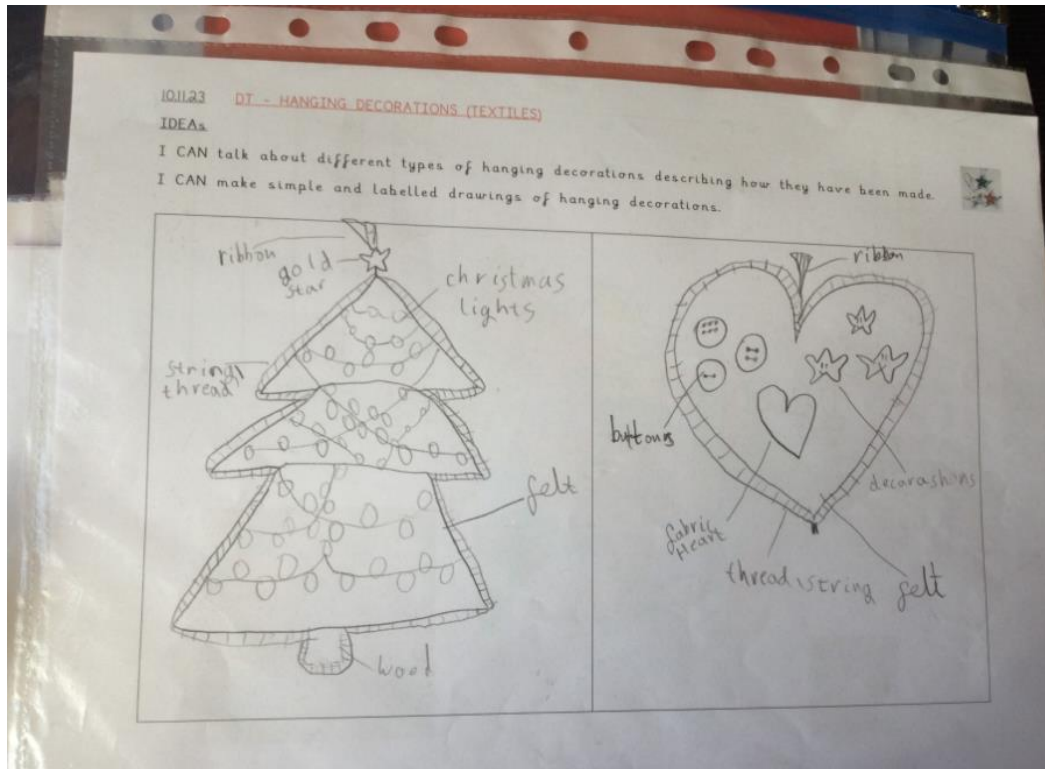


Healthy
Wraps



Year 2

Textiles:
Hanging
decoration



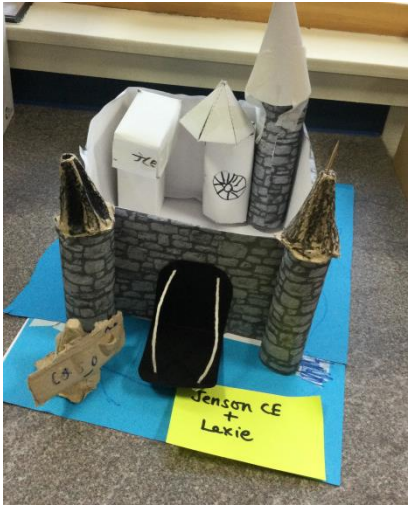
Healthy
Wraps

Year 2

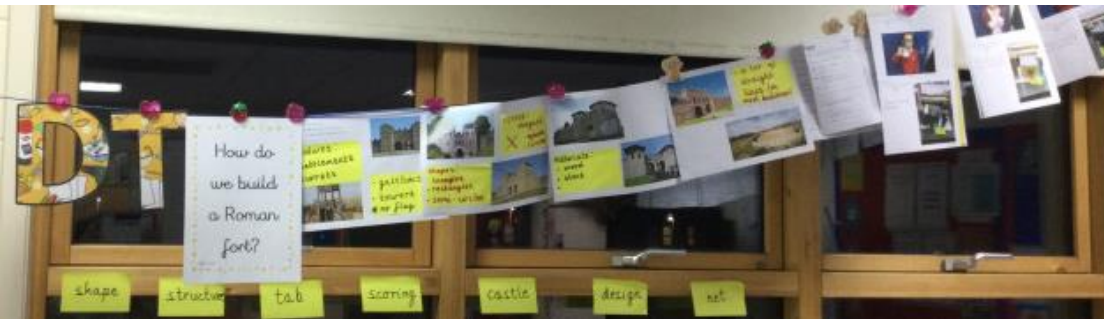
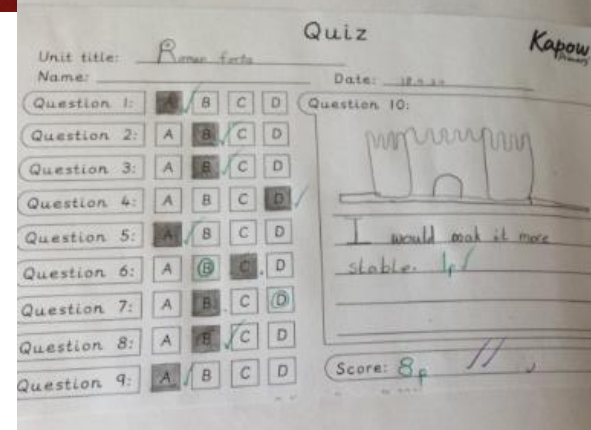
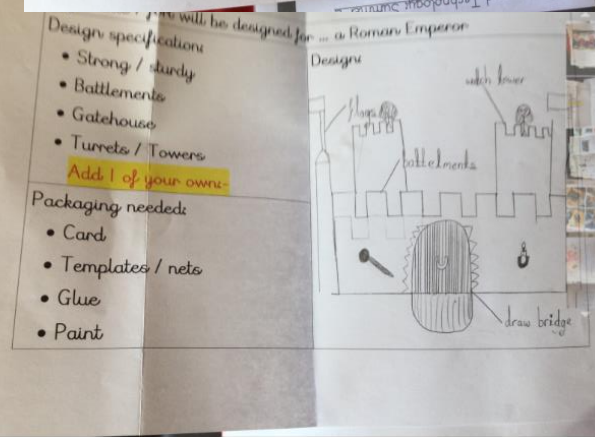
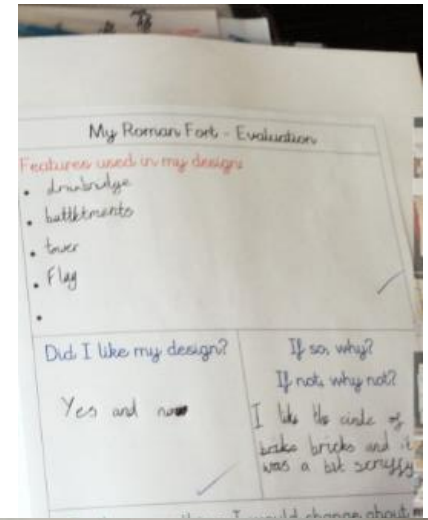
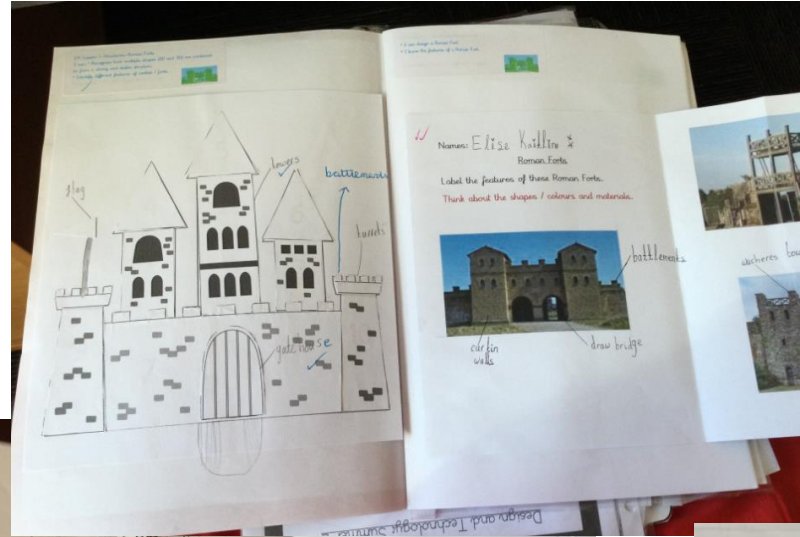


Mechanisms: Vehicles

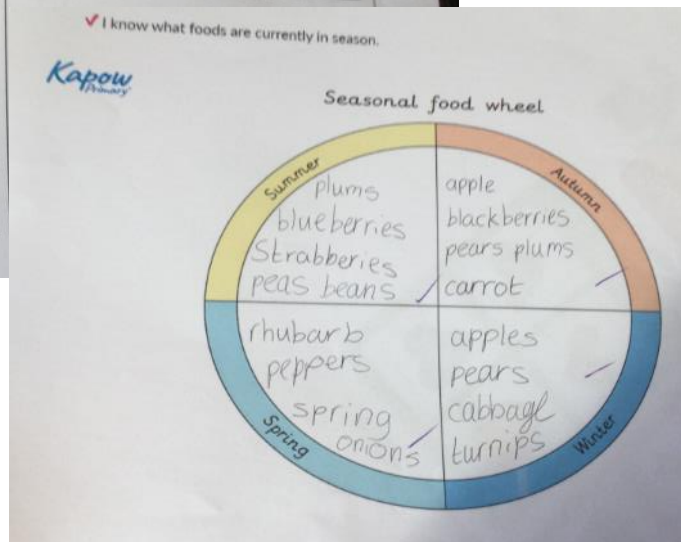
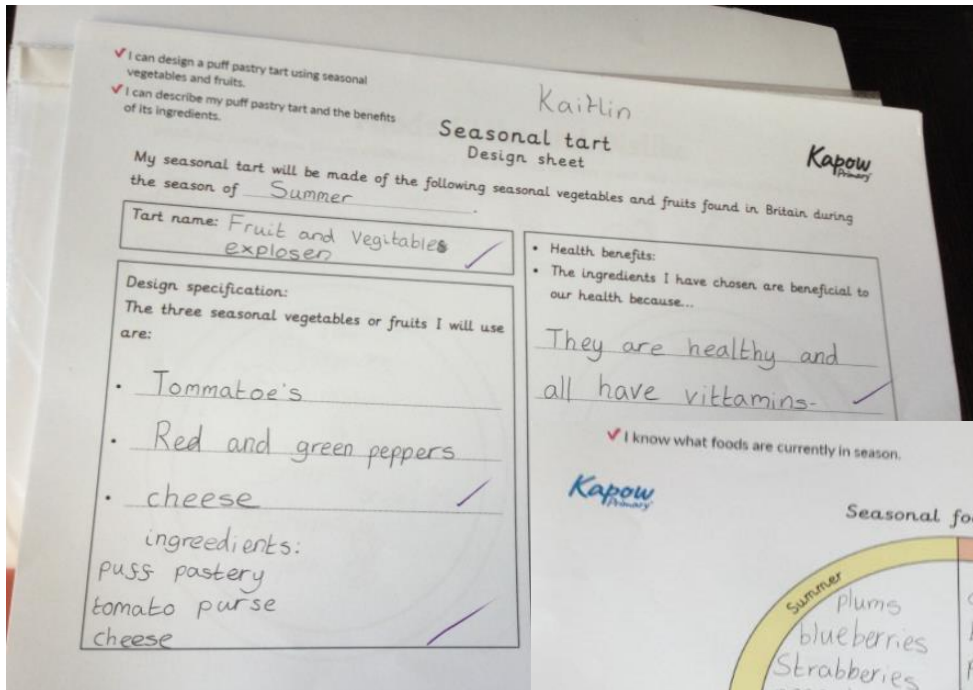
Year 3



Structures:
Roman Forts



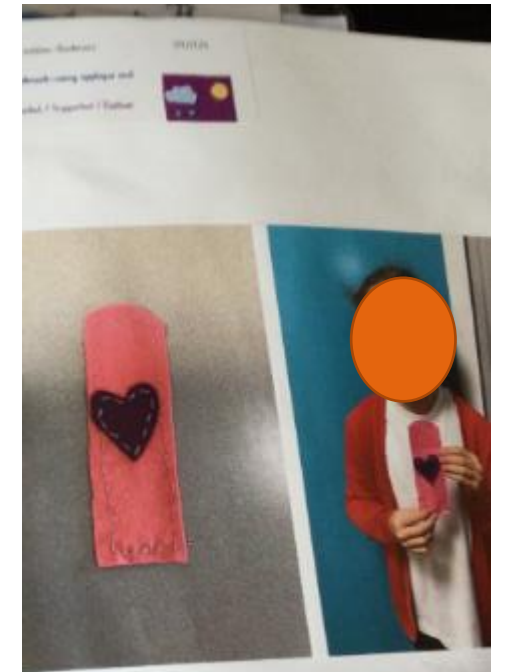
Year 3



Seasonal food: Vegetable tarts

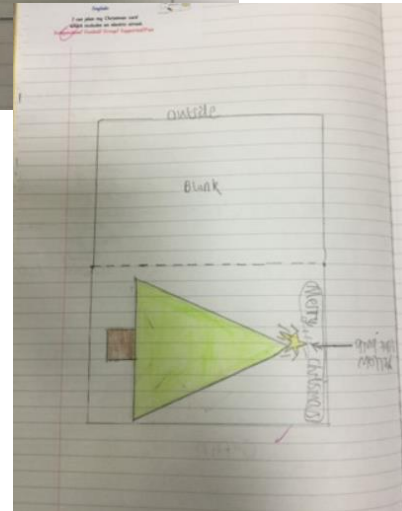
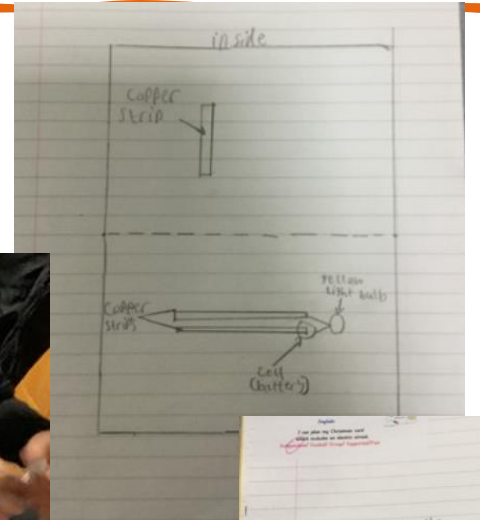
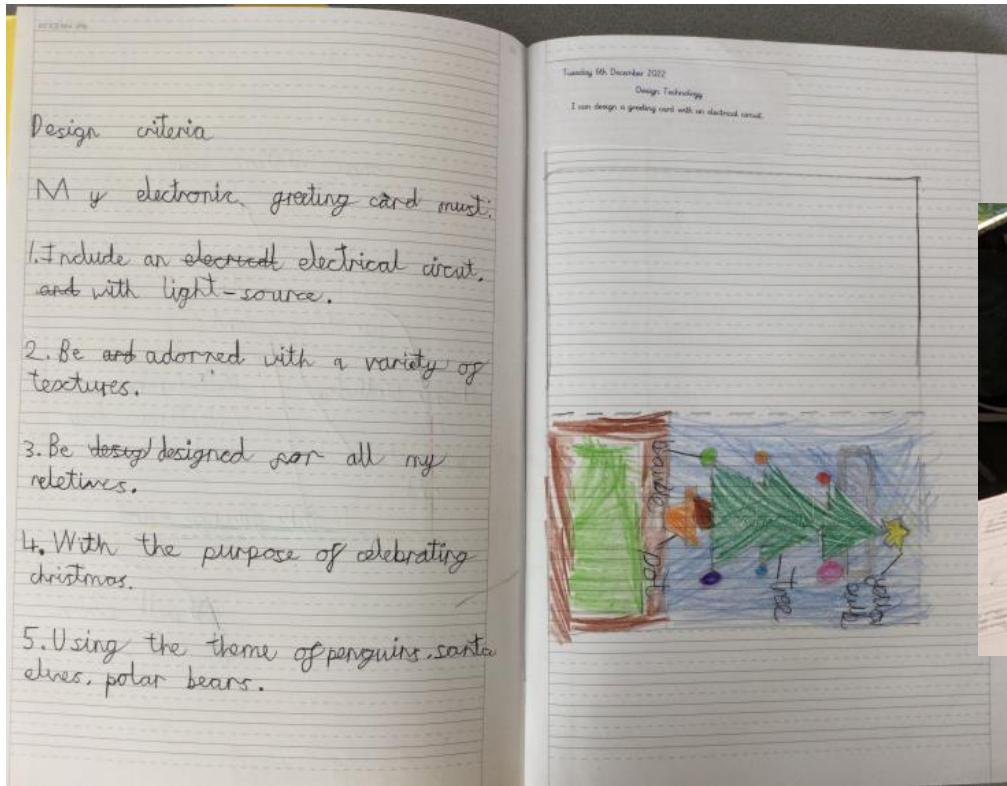


Year 3



Textiles: Cross-stitch

Year 4



Electrical systems

Year 4



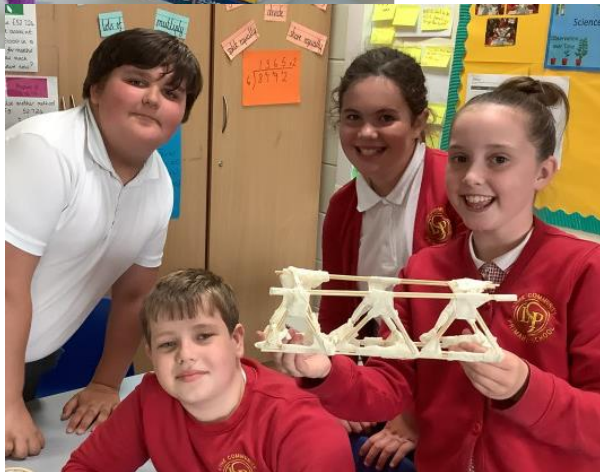
Digital world:
Lego Robotics

Year 4



Food technology

Year 5



Structures:
Building
bridges



Food:
Spaghetti
Bolognese



Digital World:
Lego Robotics

Year 5

Thursday 20th June 2025
 Beam Bridges

I can investigate and explore the effectiveness of different beam/pillar designs.

Can you cut, fold, roll and stick sheets of card or paper to make beams with cross-sections like those shown below? Each beam must be the same length and made using the same type of card or paper. Rest each beam between two raised surfaces so it spans a gap. How much weight can be placed at the centre of each beam before it gives way? Describe and/or draw your method for testing the beams, then record your findings.

Beam cross-sections:

Method:

20cm

Beam shape	Maximum load (g)

www.plsbee.com

Structures:
 Building
 bridges

Building Bridges Worksheet 3A

Name: Sukaina Date: _____

Stick one end of a piece of thin card to your desk with a piece of sticky tape. Gently push the other end of the card so that it bends up to form an arch. Measure both sides of the arch to ensure they are of equal height. How much weight can the arch support before it bends or creases, causing the weights to fall or slide off the top of the arch? Record your findings on the table below.

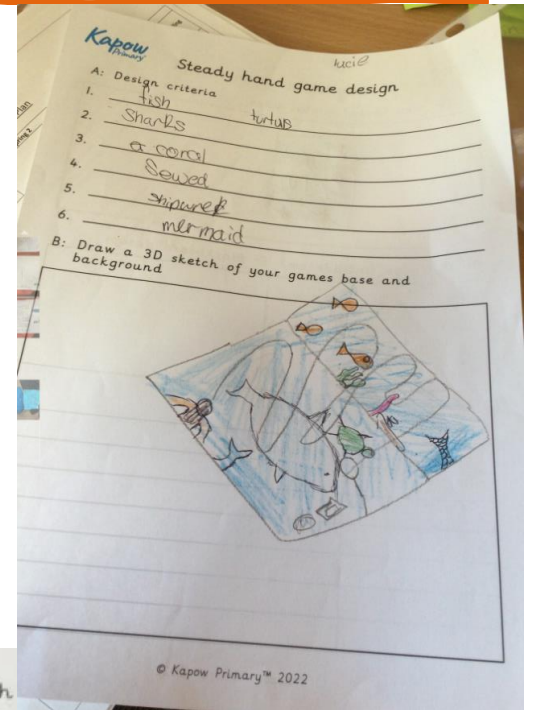
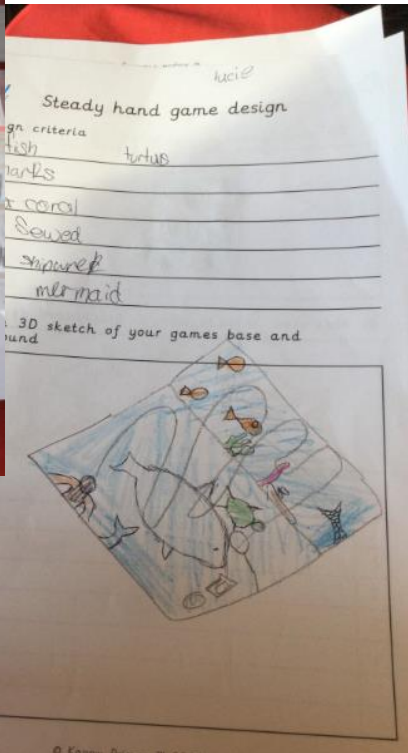
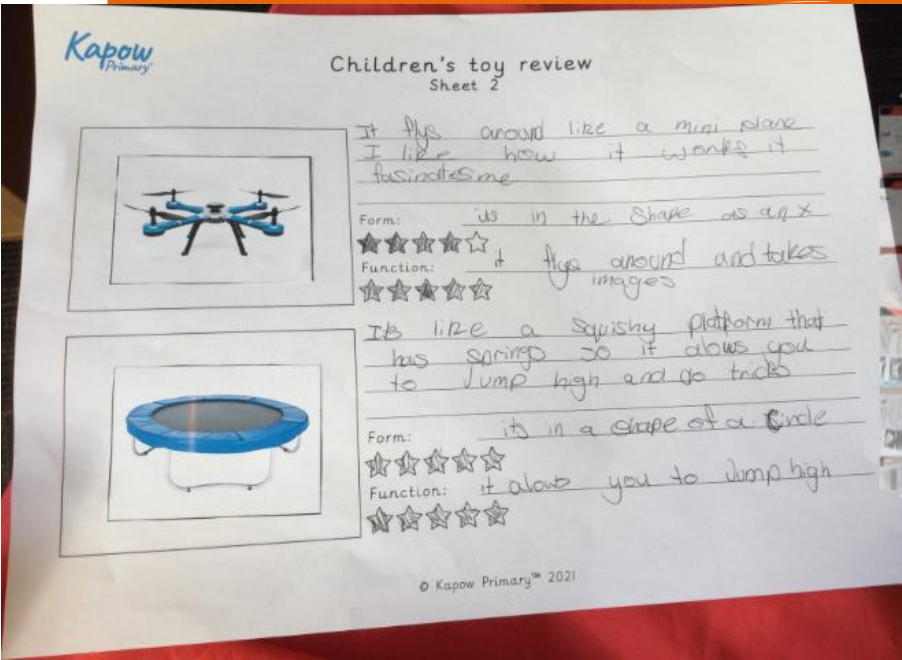
Arch height (cm)	Maximum load (g)
7cm	14 10
11.3cm	16 14
12cm	10
9cm	13
4cm	8
10cm	7
8cm	13

Which arch height supported the most weight? 11.3cm

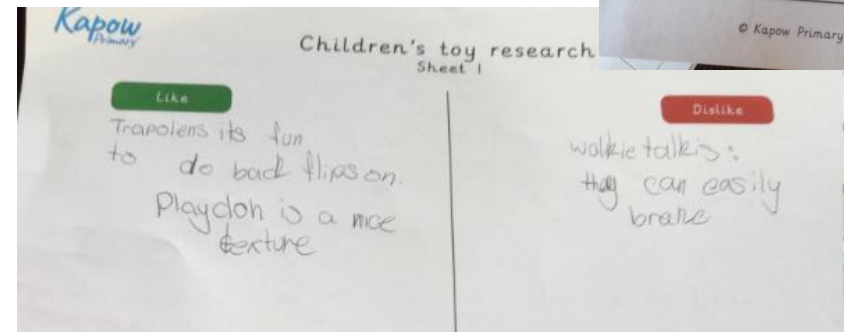
Which arch height supported the least weight? 4cm

Can you think of some ways to make an unsupported arch like this stronger? Describe them below:

Year 6



Mechanisms: Steady Hand game



Year 6

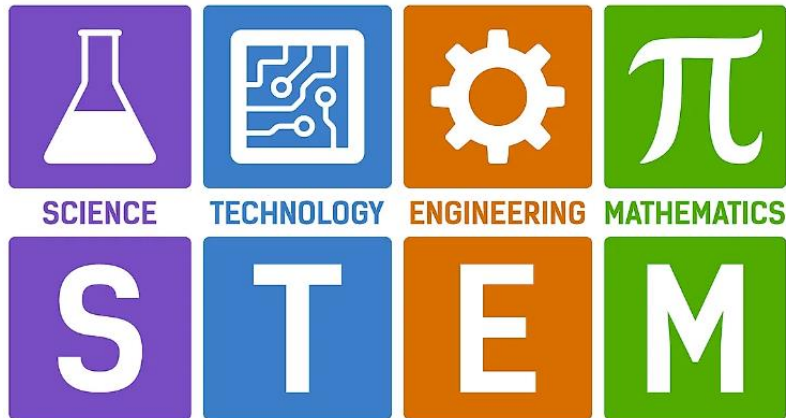


Textiles:
Stuffed toys

Structures



Wider curriculum offer



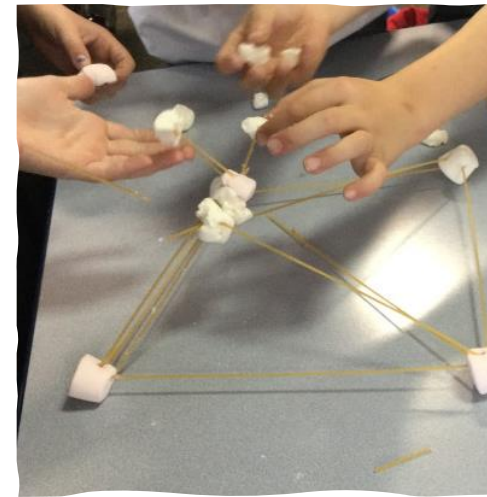
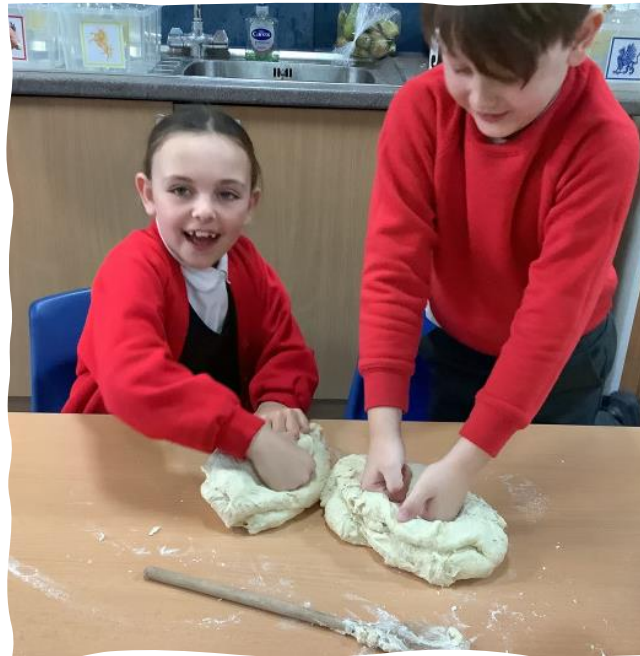
Linked to Science, an annual STEM week is planned to further **nurture** the pupil's interests and talents and to allow for enterprise opportunities.

Through assemblies, famous creators are introduced to the children to demonstrate how the skills taught in their Design Technology lessons can support their future aspirations.

Wider curriculum offer

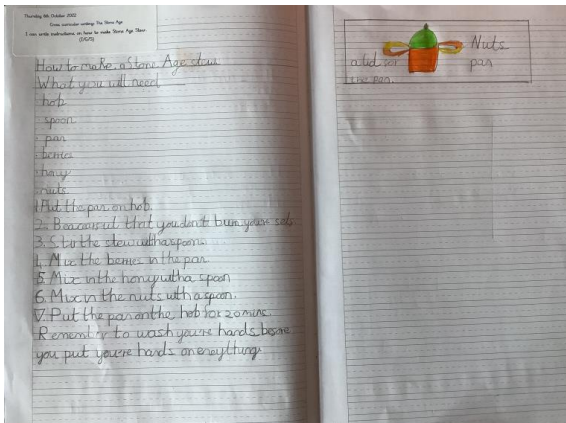


History:
Making bread

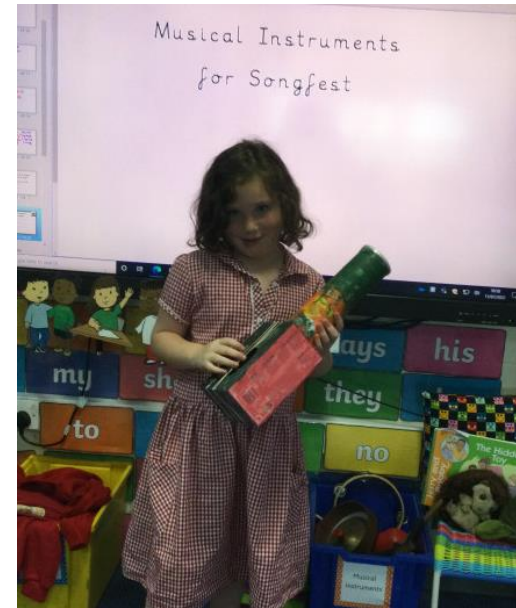


STEM: Spaghetti towers

Wider curriculum offer



History:
Stone Age stew



Music:
Instruments for Song Fest