

Design & Technology at Stubbin Wood

We use Cornerstones for our design & technology curriculum which provides a progression framework from Nursery to Year 9 based on the national curriculum programmes of study (PoS) and Development Matters. We have made adaptations to meet the needs and interests of our learning community.

Our framework maps out each child's learning journey through a sequence of projects that develop key concepts, skills, and core knowledge. These projects are carefully ordered to build both substantive and declarative knowledge, and where possible, create meaningful links with other areas of learning. This approach enables children to apply and embed their scientific understanding in new and real-life contexts.

What we cover in design & technology:

- Design and making
- Evaluation
- Cooking and nutrition
- Materials and techniques
- Mechanisms and electrical systems

Building design & technological understanding

The sequencing of projects ensures that children have the substantive knowledge and vocabulary to fully access subsequent projects fully. Each project's place in the year has also been carefully considered. *For example, projects that involve observational skills are positioned at a suitable time of year to give children the best possible opportunity to sketch material within the context of other projects.* Within all the design technology projects, disciplinary knowledge is embedded within substantive content.

The key concepts ('big ideas') covered within the design & technology curriculum are:



Humankind



Creativity



Investigation



Materials



Nature



Comparison



Significance



Change

These are then linked to smaller concepts/aspects of design & technology:

- Compare and contrast
- Cutting and joining textiles
- Decorating and embellishing textiles
- Electricity
- Evaluation
- Everyday products
- Food preparation and cooking
- Investigation
- Generation of ideas
- Materials for purpose
- Mechanisms & movement
- Nutrition
- Origins of food
- Significant people

Each smaller concept/aspect is then broken down further into the skill and core knowledge statements that form the subject progression framework.

Stage not age

We have tailored the Cornerstones framework to the profile of our learners and whilst content is determined by subject leaders to enable our progression of knowledge and skills model, it is individual teacher's responsibility to determine the appropriate skill and knowledge statements for individual learners. We plan to learners' cognitive level of understanding rather than chronological age.

