Substantive Knowledge

Within the Design Technology (DT) skills document, our progressive objectives identify what children should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in children's knowledge and skills. Within DT, children will develop a deep understanding of key concepts: these concepts have been identified as the core knowledge and skills required to successfully achieve in DT. They are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embedded within the long-term memory. The expectation is that, by the end of primary school, children will know and understand these key concepts and will have a solid foundation to enter the DT curriculum at KS3.

Disciplinary Knowledge

The subject leader has identified subject specific second order concepts. These can be used across all aspects of a subject to organise the substantive knowledge and skills taught. These second order concepts will be explored and developed throughout the DT curriculum as pupils move through the school.

- Responsibility: working safely, how design can solve problems, choosing the right materials, responsibility to customers to ensure quality/reliable products, healthy eating, use of quality ingredients.
- Similarity and difference: making comparisons, noting differences and drawing conclusions.
- Cause and consequence: identifying how things work, how an action can cause change/movement.
- Significance: significant designers and designs, real world examples of effective and successful products.
- Written and oral expression: using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting.