**Primary Curriculum Map (Design and Technology)**

***Year 1 Undergraduate School Based***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence**  **Include details of creative** | **Session Content**  **Subject Specific Components** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1**  What is Design and Technology?  Simple Mechanisms | To understand there are principles of high-quality design and technology teaching: The iterative process of researching designing, making and evaluating products.  To develop a sound knowledge of the four aims of the National Curriculum for Design and Technology.  To consider subject content within the National Curriculum- Design, make, Evaluate, Technical Knowledge  To understand that there are six key areas of study in the primary D&T curriculum.  To understand how to develop technical skills and knowledge in children to create a range of simple mechanisms.  To understand how to manage risk and behaviour in when children are using tools and equipment.  To identify adaptive and inclusive practices when teaching and planning mechanisms.  To understand how to use a quality picture book as a starting point for a project.  To understand the importance of setting a project within a realistic context. | 1.1, 1.6, 3.1, 3.2, 3.5, 5.2  3.3, 3.5, 5.1, 5.2, 6.4, 7.1  3.3, 3.5, 5.1, 5.2, 6.4, 7.1 | 1a, 1c, 1e, 3a  1a,1c,1e, 1f, 1g, 3a, 3p, 4a  1a,1c,1e, 1f, 1g, 3a, 3p, 4a | DESIGN AND TECHNOLOGY ASSOCIATION (DATA). Available from [www.data.org.uk](http://www.data.org.uk)  DEPARTMENT FOR EDUCATION, 2013  National Curriculum in England: Design and Technology  FLINN, E. AND PATEL, S. 2016. The Really Useful Primary Design and Technology Book  MCCLAIN,M., 2022. Towards a signature pedagogy for design and technology education: a literature review, International journal of technology and design education, 32,pp 1629–1648.  MCCLAIN, M, IRVING-BELL, D WOOFF, D & MORRISON-LOVE, D., 2019. How technology makes us human: cultural historical roots for design and technology education, The Curriculum Journal, 30:4, Pp 464-483.  DFE., 2013. Design and Technology Programmes of Study: Key Stages 1 and 1 National Curriculum in England.  OFSTED., 2012., Ofsted’s subject professional development materials: Design and technology A training resource for teachers of design and technology in primary schools  Coe, R., Aloisi, C., Higgins., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. | In session retrieval activities/questioning  Group discussions and focus tasks  Micro-teach activities  Engaged reading feedback (scaffolded)  Self assessment (SK audit)  End of session Quizzes (BB) |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing:**  Observe how expert colleagues use distributed and spaced learning in at least 4 lessons throughout school.  Observe how expert practitioners use motivation and build self-esteem of all learners.  **Planning:**  Plan for opportunities to increase cultural capital.  Plan for the effective use of additional adults  Discuss with expert practitioners how they embed adaptive approaches into planning.  With the support of expert practitioners, capture and incorporate the voice of the child for example through a one-page profile.  **Teaching:**  Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons. Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.  **Assessment:**  Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Observe a Design and Technology lesson in school to develop understanding of how schools plan and teach the subject. To develop an understanding of how behaviour is managed in line with the school’s behaviour policy. To develop an understanding of risk and how to manage this in a Design and Technology lesson.  Speak to the Design and Technology lead in school to further develop subject knowledge and to have the opportunity for professional dialogue. Develop an awareness of how schools plan for subjects in the long and medium term and make use of published resources if appropriate.  Plan and teach a Design and Technology lesson to a group/whole class (where appropriate) researching subject knowledge and modelling expectations. EYFS experience – look for links to Design and Technology in EYFS curriculum. Support play in these areas of learning. |  | 1b, 1c, 3c, 4e, 5a, 7a, 7g | See above | WDS meetings  Lesson observations and informal feedback    Mentor and Link Tutor meetings |

***Year 2 Undergraduate School Based***

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| **University Curriculum – Year 2** | | | | | |
| **Overview of Content**  At level 5, students will enhance their knowledge and understanding of the subject identity and iterative process in Design and Technology. They will delve into the structures and electronic systems strands, exploring connections to the EYFS curriculum and other subjects (cross-curricular links). Students will deepen their understanding of pupil engagement in product analysis and its real-world applications. Additionally, they will continue learning about adaptive teaching methods and health and safety practices within the context of Design and Technology. | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |
| **Seminar 4** |  |  |  |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues use distributed and spaced learning in at least 4 lessons throughout school.  Observe how expert practitioners use motivation and build self-esteem of all learners.  **Planning:** Plan for opportunities to increase cultural capital.  Plan for the effective use of additional adults  Discuss with expert practitioners how they embed adaptive approaches into planning.  With the support of expert practitioners, capture and incorporate the voice of the child for example through a one-page profile.  **Teaching:** Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons. Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.  **Assessment:** Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
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***Year 3 Undergraduate School Based***

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| **University Curriculum – Year 3** | | | | | |
| **Overview of Content**  At level 6, students will explore the significance of sustainability, particularly within the textiles strand of Design and Technology. They will plan a unit of work, emphasising content as well as formative and summative assessment. Additionally, they will examine the broader context of Design and Technology from the perspective of a subject leader, critically evaluating published schemes of work to identify their strengths and areas for improvement. | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:** Observe how expert colleagues identify and implement reasonable adjustments for children with identified Special Educational Needs  **Planning:**  Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom.  Plan for children who may need adaptations beyond the classroom to support their social inclusion.  **Teaching:**  Observe and implement reasonable adjustments for children with identified special Educational Needs and Disability  **Assessment:** Discuss with expert colleagues’ summative assessment, reporting and how data is used.  **Subject Knowledge:**  Acknowledge and identify when their own social, emotional and mental health needs to be supported.  Identify and access sources of support for their own wellbeing where appropriate. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
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