

NC Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Intent	Implementation	Impact
At Broadway Junior School, Design and Technology inspires pupils to become creative, innovative and reflective problem-solvers. Through a progressive curriculum, children develop the knowledge, skills and confidence to design, make and evaluate purposeful products while considering the needs of others and the wider world. Pupils learn to take risks, think critically and apply technical knowledge across a range of contexts, including structures, mechanisms, textiles, electrical systems, the digital world and cooking and nutrition. We aim to foster resilience, resourcefulness and curiosity, enabling children to understand the impact of design and technology on everyday life and prepare them for future learning and careers.	Design and Technology is taught through the Kapow Primary scheme, which provides a carefully sequenced and progressive curriculum from Year 3 to Year 6. Learning follows the design process of design, make and evaluate, underpinned by the development of technical knowledge. Pupils revisit key areas throughout Key Stage 2, building on prior learning through a spiral curriculum approach. Lessons are taught over three half-terms each academic year and include practical, hands-on experiences, collaborative learning and opportunities for independent thinking. Knowledge organisers support vocabulary and knowledge retention, while differentiated activities ensure all pupils can access and achieve within the curriculum. Teachers are supported through high-quality planning and subject-specific professional development resources.	The impact of our Design and Technology curriculum is evident in pupils who are confident, creative and capable designers. Children develop a secure understanding of materials, tools, processes and healthy nutrition, applying their knowledge to create purposeful and innovative outcomes. They demonstrate increasing independence when designing, making and evaluating products and can reflect thoughtfully on how their work could be improved. Assessment is ongoing through observation, questioning and review of completed projects, enabling teachers to identify and address gaps in learning. By the end of Key Stage 2, pupils have the skills, knowledge and understanding required to meet National Curriculum expectations and succeed in the next stage of their education.

Key Vocabulary

Annotate decorate design criteria fabric target customer waistcoat waterproof

Knowledge	Skills
- To understand that it is important to design clothing with the client/target customer in mind. - To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. - To understand the importance of consistently sized stitches.	- Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme - Annotating designs. Using a template when pinning panels onto fabric. - Marking and cutting fabric accurately, in accordance with a design. - Sewing a strong running stitch, making small, neat stitches and following the edge. Tying strong knots. - Decorating a waistcoat – attaching objects using thread and adding a secure fastening. - Learning different decorative stitches. - Sewing accurately with even regularity of stitches. - Evaluating work continually as it is created.

Learning Objectives/End Points

Lesson 1: Waistcoat design	Lesson 2: Preparing fabric	Lesson 3: Assembling my waistcoat	Lesson 4: Decorating my waistcoat
To design a waistcoat.	To mark and cut fabric according to a design.	To assemble a waistcoat.	To decorate your waistcoat.

Materials	Cautions
- Fabric - Chalk - Pins - A selection of threads and fabric - Scissors - Needles - Needle threaders - Buttons, beads, coloured fabric etc.	- Use the equipment only as instructed by the teacher - Cut away from fingers - Only use scissors at the table while sitting down. - Hold fingers away from sharp end of the needle.

Cross-Curricular Links
English - Spoken language - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Mathematics - Geometry - properties of shapes - Draw 2-D shapes using given dimensions and angles.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Fashion Designer • Textile Designer • Costume Designer • Tailor • Seamstress/Sewing Machinist • Pattern Cutter • Product Designer • Textile Technologist • Fashion Buyer • Clothing Manufacturer Transferable skills such as Designing for a target customer, Creative thinking and innovation, Measuring and accurate cutting, Sewing and construction techniques, Precision and attention to detail Problem-solving, Evaluating and refining products, Understanding materials and fabrics, Planning and organisation, Perseverance and craftsmanship	Learning from Career and Labour Market Information • Explore how fashion designers, textile designers and costume makers create clothing for different customers and purposes. • Learn that clothing designers consider the needs of the wearer, including comfort, appearance, function and durability. Encounters with Employers and Employees • Explore how fashion designers, costume designers and textile specialists create garments that meet the needs of different customers. • Discuss how clothing is designed using sketches, patterns, prototypes and samples before being manufactured. Experiences of Workplaces • Explore how clothing is produced in fashion studios, textile factories and costume departments. • Investigate the journey of a garment from initial design through pattern making, manufacturing and retail. • Explore sustainable fashion and how designers are creating clothing that reduces waste and protects the environment.