Subject Leader: Zoe Illingworth

Summer Term

This summer term, the Design Technology curriculum at Masefield Primary School has offered students a rich and varied programme of learning, underpinned by an emphasis on the design and evaluation processes. The Design Technology Leader has continued to observe lessons, monitor children's work, and engage in professional discussions with staff and pupils to develop a cohesive and engaging curriculum.

In Summer 2, each year group engaged with a different focus:

- Year 1 explored mechanisms by designing and creating moving toys, allowing them to understand how simple levers and sliders can bring their ideas to life.
- Year 2 applied their skills in food technology, making fruit salads and kebabs while practising safe food preparation techniques and healthy eating habits.
- Year 3 investigated structures and computer-aided design by making a gift box, developing their understanding of nets and how 2D designs translate into 3D products.
- Year 4 built on this learning with a more advanced structures unit, also creating gift boxes. They deepened their knowledge of nets by exploring how more complex shapes and joining techniques impact the strength and function of their designs, showing clear progression from Year 3.
- Year 5 focused on mechanisms, designing and building moving fairground models using pulleys, levers, and gears, which challenged them to apply problem-solving skills and engineering principles in a practical context.
- Year 6 engaged in food technology by making a savoury product—pizzas—developing their understanding of recipes, nutrition, and safe food handling.

Across all year groups, a key focus this term has been on strengthening the design and evaluation processes. Teachers have worked with pupils to complete market research and user surveys, ensuring that products are designed with the needs of the intended user in mind. The evaluation process has been refined so that pupils refer directly to the design brief and the specific needs of their users when assessing the success of their products. This structured approach has enhanced pupils' understanding of the entire design journey, helping them to create purposeful, well-evaluated products.

Looking ahead, we aim to continue refining these processes and supporting staff in delivering high-quality Design Technology lessons that inspire creativity, problem-solving, and real-world application.

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Design Technology

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2024-2025