



St Mary's – Design Technology Curriculum Statement



Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team.

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.

Key objectives of intent within the Design Technology Curriculum based on the National Curriculum 2014 guidance:

- Products are to be made for a purpose.
- Individuality should be ensured in children's design and construction of products.
- Delivery of the two strands: Designing and Making and Cooking and Nutrition.
- More emphasis to be given on creating 'innovative' products in KS2.
- Teaching the importance of making on-going changes and improvements during making stages.
- Looking into seasonality of ingredients and how they are grown, caught or reared.
- The introduction of computing and coding of products in KS2.
- Researching key events and individual designers in the History of Technology in KS2.

Implementation

The teaching and implementation of the Design and Technology Curriculum at St Mary's Primary School is based on the National Curriculum and supported by the clear and comprehensive Plan Bee Scheme plans. This ensures high standards of teaching and learning in design and technology, in addition to a curriculum that is progressive throughout the whole school. Design and technology is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At St Mary's, we ensure that design and technology is given a high importance, as we feel this is important in enabling all children to gain 'real-life' experiences. More detail can be found in our long-term plan and progression of knowledge and skills document. For each topic taught, the children are provided with a knowledge organiser which outlines knowledge (including vocabulary) and skills all children must master.

Early Years Foundation Stage

- During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have the opportunities to learn to:
- Use different media and materials to express their own ideas
- Use what they have learnt about media and materials in original ways, thinking about form, function and purpose
- Make plans and construct with a purpose in mind using a variety of resources
- Develop skills to use simple tools and techniques appropriately, effectively and safely
- Select appropriate resources for a product and adapt their work where necessary
- Cook and prepare food adhering to good health and hygiene routines

Impact:

Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons in addition to pre and post topic assessments. This assessment is then used to inform differentiation, support and challenge required by the children. We strive to instil an appreciation and enjoyment of design enriching the children's learning experience. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills, and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught. (pre and post assessments)
- Summative assessment of pupil discussions about their learning.
- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of work in books.