Design Technology Vision

Intent

Design and Technology prepares children to take part in the development of our rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and making products and systems.

The National Curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Implementation

Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Design and Technology curriculum for that year group throughout the year. Teachers will plan before the start of each new theme, and at this point highlight the skills that will be covered. Curriculum coverage can be seen on the whole school long term plan and skills coverage can be seen on knowledge organisers for each half-termly work unit.

A variety of teaching and learning styles will be used in Design and Technology lessons. The principal aim is to ensure a broad and balanced curriculum is delivered by developing children's knowledge, skills and understanding. The curriculum will be differentiated by resources, tasks, responses and outcomes.

Impact

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers keep records of Design and Technology work carried out by pupils and formative assessment is used to guide the progress of individual pupils in Design and Technology. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities. Children's progress in Art and Design is reported to parents through the pupil's annual report.

The purpose of monitoring and evaluating is to raise the overall quality of teaching and levels of pupil attainment. Design and Technology are monitored by the subject leader throughout the year. The monitoring will include learning walks, lesson observations, scrutiny of knowledge organisers, staff discussions and pupil voice feedback. This information is then used to identify any gaps in knowledge that can be addressed by in school training or external training providers. The subject leader will work with the HT to monitor whether the children are getting access to a wider range of learning opportunities within their lessons.

Cross Curricular links

- Early Years: personal, social and emotional development, physical development, understanding the world and expressive arts and design.

- Science: scientific thinking and inquiry, plants and how food is grown, constructing vehicles and working with mechanisms, magnets and springs, light and shadow, electrical circuits and pulley systems, earth and space.

- Geography: climate and food growth of Mexico, designing and making finger puppets based on the flora and fauna of the Savannah region, making food inspired by Italy and Russia, investigating and comparing ingredients and recipes of South America and England, flags of the world.

- History: Building Tudor houses inspired by the Great Fire of London, designing and making costumes inspired by the Victorian seaside, Roman catapults, sewing and weaving Anglo Saxon coin purses, war time recipes linked to World War Two, sewing and embellishing Tudor slippers.

- Maths: mathematical thinking, comparison, gathering, presenting and evaluating data, working with weight and measure.

- Computing: logical thinking, working systematically

- Art: product design, thinking creatively

- Reading: the ability to read and understand an instruction