



Design and Technology curriculum statement

“Design is not just what it looks like and feels like. Design is how it works.”

Steve Jobs, co-founder of apple inc.

Intent

Our Design and technology provision aims to allow children to become creative problem solvers both as individuals and collaboratively with others. It provides children with a real-life context for learning. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding, skills and vocabulary needed to engage in the interactive process of design and making. Our design and technology curriculum is ambitious and designed to give all learners including those with SEND the knowledge and skills they need to succeed. Children will learn to be more resilient when completing tasks, learn from mistakes and adapt their ideas along the way. Children will learn to manage risk and work safely.

Implementation

Children will engage in projects that involve food technology, textiles, mechanisms, electricity, structures and materials. The children are inspired by engineers, designers, chefs and architects to enable them to create products with a real-life purpose. Where possible, we aim to link work to other areas such as maths, science, and outdoor learning.

The teaching of DT will involve designing, making and evaluating. Children will be taught each stage of the design process. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given a choice of materials and a range of tools to pick freely from. To evaluate, children should be able to evaluate their own product against a design brief. Each of these steps should be rooted in technical knowledge and vocabulary. Children will be able to apply their knowledge and skills by taking part in TASC (Thinking Actively in a Social Context) activities throughout the year.

Impact

- Children will be able to work collaboratively and independently to solve problems.
- Children will show resilience when solving problems.
- Children will be able to evaluate their work and adapt it accordingly.
- Children will know it is ok to make mistakes and learn from them.
- Children will be able to solve problems by carefully planning, using the resources available to them and adapt their work as they encounter problems.

Impact is measured through both formative and summative assessment opportunities. Assessment data is collated three times a year to inform an end of year judgement which is reported to parents.

Working together for success

