

Curriculum statement for the teaching and learning of Design and Technology

Intent	Successful	Happy	Ambitious	Responsible	Proud
	We are Successful in learning practical skills to develop our knowledge and understanding in DT.	We are Happy and confident to 'have a go' and will attempt to solve problems when faced with a challenge.	We are Ambitious with our designs and are able to design, make, evaluate and improve our ideas.	We are Responsible for our own safety during practical sessions and can manage risks when using tools and equipment.	We can talk confidently and thoughtfully about the process of making our products and are Proud of our final achievements.
	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.				
	At Sharpness Primary School, children are taught to select and use appropriate tools safely and effectively to make a product. In all areas of Design and Technology the children are encouraged to consider the effectiveness of their design and requirements of their product. Every child will have the opportunity to learn and extend their understanding, experience and application in the use of technology, including ICT, in as wide a variety of situations as possible. Children will learn the key processes of designing, making and evaluating, as well as widening their technical knowledge. This is supported through the study of inspirational designers throughout history. They will also learn about cooking and nutrition and the importance of a healthy and balanced diet.				
	Our aims for design and technology are to provide a broad and balanced curriculum, ensuring that the knowledge of skills and development is progressive year on year. Children will learn how to take risks, become resourceful, innovative and enterprising. They will be given the opportunity to evaluate past and present design and technology features, develop a critical understanding of its impact on daily life and the wider world, and to participate successfully in an increasingly technological world using the language of design and technology.				
Our key priorities/curriculum drivers					
Aspirations		Developing oracy and widening vocabulary		Providing experiences	
		Developing children's understanding of different cultures			



Implementation

The design and technology progression of knowledge and skills document is used from EYFS through to Year 6. Children are taught to master a variety of practical skills and acquire technical knowledge in relation to food, materials, textiles, electricals and electronics, computing, construction and mechanics. Children are taught to design, make and evaluate their work at a level appropriate for their age. They are taught about inspirational designers throughout history and how they have shaped the modern world.

EYFS

Children in EYFS learn through first-hand experiences. They will be encouraged to explore, observe, solve problems, think critically, make decisions and talk about the decision they have made. Children will learn to construct with a purpose in mind, using a variety of tools and techniques to join materials, such as glue, scissors, string, staplers and hole punches. They will adapt and modify their ideas as they go and explore what joining materials are best suited to certain materials. Children will learn through exploration and will find out how everyday objects work. They will be encouraged to discuss and talk about how things work and the importance of using tools and equipment safely. They will also learn to record their experiences by drawing, labelling or writing. Children in EYFS will have opportunities for cooking and will practise measuring, pouring, blending and mixing. They will talk about where food comes from and the importance of a healthy balanced diet.

KS1

Children in KS1 explore a variety of creative and practical activities and are taught the knowledge, understanding and skills required to engage in the process of design and making. Children will design purposeful, functional and appealing products for themselves and others based on a design criterion. They will generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. When creating their products, they will safely use a range of tools and equipment to perform practical tasks. Children will be taught technical knowledge to enable them to understand how structures can be made stronger and more stable, as well as exploring and using mechanisms in their designs.

Children in KS1 will also be taught about cooking and nutrition ; they will find out where food comes from and will prepare a healthy and varied dish.

KS2

Through a variety of creative and practical activities, children in KS2 will be taught the knowledge, understanding and skills needed to engage in the process of designing and making. When designing and making, children will use research and develop design criteria to inform the design of innovative, functional and appealing products that are aimed at particular individuals or groups. They will generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams and prototypes, using computer aided design where appropriate. Children in KS2 will select and use a wider range of tools and equipment to perform practical tasks accurately. They will select and use a wide range of materials and components, including construction materials, textiles and ingredients. Children will be taught technical knowledge and will apply their understanding of this to their designs. They will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They will understand how key events and individuals in design and technology have helped shape the world. Children in KS2 will also be taught how to cook and apply the principles of nutrition and healthy eating. They will understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.



Implementing our key priorities/curriculum drivers in Design and Technology				
	Aspirations	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences
	• Provide exposure to a range of different genre and occupations. <i>If they can't see it, they are not going to be it.</i>	• Model technical vocabulary and expectation. • Use accurate technical vocabulary to evaluate/talk about their own and others' work.	• Use inspirational designers throughout history to link to themes and topics wherever possible. • Visits to local landmarks/places of interest linked to theme. • Visiting designers/crafts people from a variety of cultures.	• Visiting designers/crafts people • Themed days • Local links • Theme Open Afternoons • Projects including homework • Visits to local landmarks/places of interest • Whole school collaborative DT projects
Subject leaders assess the impact through a range of monitoring activities				
Impact	Pupil Voice		Evidence in Knowledge	
	Through discussion and feedback, children talk enthusiastically about their DT lessons and other cross curricular lessons (e.g. themed days). Children across the school articulate well about the practical skills they have learnt in DT and the wide range of contexts it can be applied.		Pupils know how and why it is important to learn and develop practical skills across a range of design and technology areas. They are able to apply their technical knowledge when designing and making structures. Pupils will be able to talk about how key events and individuals in design and technology have helped shape their world. Evidence in Skills Pupils will use technical vocabulary when talking about their products. They demonstrate they have a good range of skills by creating aesthetically pleasing products.	



Impact of our key priorities/curriculum drivers in Design and Technology			
Aspirations	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences
Children are more aware of the possibilities that they can explore in design and technology and can aspire to explore these further.	Children can discuss outcomes using technical vocabulary accurately and appropriately. They can evaluate/discuss their own work and the work of others.	Children can demonstrate knowledge of designers throughout history and from a range of different cultures.	Children develop and explore their own creativity through a range of hands-on practical experiences.

Through practical and progressively planned lessons, the children at Sharpness Primary School will be able to:

- Develop creative, technical and imaginative thinking, and develop confidence to participate successfully in an increasingly technological world
- Talk about how things work and develop their technical knowledge
- Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users
- Select appropriate tools and techniques when making a product, whilst following safe procedures
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society
- Foster enjoyment, satisfaction and purpose in designing and making things
- Critique, evaluate and test their ideas and products, and the work of others
- Understand and apply the principles of nutrition and to learn how to cook
- Understand how key events and individuals in design and technology have helped shape the world.