

Design Technology Curriculum Statement:

Balshaw Lane Primary School

INTENT

At Balshaw Lane, we prepare our children for life beyond our school walls. We believe that Design and Technology is an inspiring, rigorous and practical subject which prepares them for the jobs of the future. High-quality design and technology education makes an essential impact on the creativity, wealth and culture of our nation.

We encourage children to become autonomous, creative problem solvers by providing them with real and relevant problems within a variety of contexts. We plan opportunities for children to work both individually and as part of a design team to develop communication, decision-making and critical-thinking. We intend to create life-long learning by creating a breadth of memories where children feel the

Our balanced and varied curriculum allows time for children to evaluate existing products and learn about individuals in Design Technology who have shaped the world we live in. This helps children to consider the effectiveness and uses of products we use today. Where possible, we invite real industry workers into school to inspire our pupils and bring learning to life. We encourage children to make connections and use mathematics, computing, art and science to acquire a broad subject knowledge.

IMPLEMENTATION

Design and Technology is taught through the National Curriculum design, make and evaluate cycle. We embed the six principles of Design and Technology into our planning and delivery to ensure that children are given the skills to consider different design views and outcomes. Design and Technology is taught once a term by a class teacher or HLTA.

EYFS

In our reception classes, children explore and use a variety of different materials through both child and adult led activities. Teachers use 'in the moment planning' where they can easily adapt and follow children's interests. This prepares children for Design and Technology in Key Stage 1 by building upon their natural desire to learn, question and explore. Our children have the opportunity to:

- Safely use and explore a variety of materials, tools and techniques.
- Experiment with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.
- Create collaboratively sharing ideas, resources and skills.
- Develop small motor skills so that they can use a range of tools competently.

KEY STAGES 1 AND 2

The National Curriculum provides our basic framework for teaching and learning in Design and Technology. We use Lancashire KLIPs to help us teach the relevant skills and objectives needed for each unit of work. This allows us to ensure progression between year groups. Our long term planning links to our connected curriculum themes or specific circumstances of our school. We ensure that the children work in a range of relevant contexts (for example home, school, leisure, culture, enterprise, industry and the wider environment). Technical knowledge and vocabulary is taught and regularly recapped throughout our Design and Technology learning. We use floor books which the children take ownership of creating. This is a portfolio of pictures and quotes. Floor books are passed up with each year group and provide children opportunities to revisit and retain prior learning.

KS1 DESIGN

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

KS2 DESIGN

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

KS1 MAKE

- select from and use a range of tools and equipment to perform practical
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

KS2 MAKE

- select from and use a wider range of tools and equipment to perform practical tasks accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

KS1 EVALUATE

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

KS2 EVALUATE

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

We ensure that food technology is covered each year by every class to allow children to understand and apply the principles of nutrition and learn how to cook.

IMPACT

We ensure that our children will:

- 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
- learn to critique, evaluate and test their ideas and products and the work of others
- Instil a love of learning how to cook and understand the importance of nutrition and healthy eating
- take pride in their work and produce a good quality finish appropriate to age and ability

Assessment of children's learning in Design and Technology takes the form of continuous monitoring of understanding, knowledge and skills by the class teacher. This could be through questioning or observation. Child-led assessment such as success criteria are used to differentiate and challenge. Summative assessment is conducted against the skills and knowledge taught at the end of each term. This is displayed on our cover sheets that we complete before our

unit. Design Technology is also monitored by the subject leader throughout the year. This is in the form of book moderation, learning walks and staff and pupil surveys. This helps the subject leader to gather evidence and create next steps for their subject.