



CURRICULUM STATEMENT FOR DESIGN TECHNOLOGY

AIMS

At Lytham C of E Primary School we ensure that all pupils:

- take part in inspiring and practical DT lessons
- are inspired to ask questions and develop the skills they need to solve real and relevant problems in a variety of contexts
- develop knowledge and understanding, skills and abilities through cross curricular opportunities

Our aims for Design Technology are all underpinned by our school Christian Values: service, friendship, determination, love, faith, forgiveness, honesty, respect, thankfulness.

The Design Technology leader is Mrs C Allison

Intent	<p>At Lytham C of E Primary School Design Technology should be fully inclusive to every child. It encourages children to learn to think creatively to solve problems both as individuals and as members of a team.</p> <p>We encourage children to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their needs and those of others.</p> <p>We aim to, whenever possible, link with other subjects. Children are given the opportunities to reflect upon and evaluate past and present design technology, its uses and effectiveness and are encouraged to become innovators and risk-takers. Our aims are to:</p> <ul style="list-style-type: none">• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world• master practical skills across the five areas needed to make high quality products• build and apply a range 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 to cook• find solutions to a variety of problems throughout the
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	<p>designing, making and evaluating process</p> <ul style="list-style-type: none"> • follow an interactive process which enables pupils to alter and improve designs and products as they follow the design and technology process • develop a knowledge and understanding of the historical developments of products we use in everyday life • explore current and past inventors and inventions to inspire product design
Implementation	<p>The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.</p> <p>Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an interactive process of designing and making. The children design and make products that consider function and purpose, and which are relevant to a range of sectors.</p> <p>Our children:</p> <ul style="list-style-type: none"> • learn and build on skills mastered in previous years through our progressive curriculum • work through carefully planned units of study to enable them to master practical skills, design, make, evaluate and improve as well as take inspiration from others • achieve progression through from EYFS up to Year 6 • are challenged in DT, incorporating everyday experiences • access the four stages of the design and making process with equal weight given to each • have opportunities to work with a wide range of tools in a safe and controlled manner <p>When designing and making, the children are taught to:</p> <p>Investigate:</p> <ul style="list-style-type: none"> • Explore real life products, complete focused practical tasks in order to gain skills for the "make" section of the process <p>Design:</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design

	<p>Make:</p> <ul style="list-style-type: none"> • Select from, and use a wide range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing, as well as chopping and slicing, accurately • Select from and use a wide range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste <p>Evaluate:</p> <ul style="list-style-type: none"> • 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 technology have helped shape the world <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products • Understand and use electrical systems in their products • Apply their understanding of computing to program, monitor and control their products • Understand some of the ways that food can be processed and the effect of different cooking practices
Impact	<p>Children learn to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present technology, they develop a critical understanding of its impact on daily life and the wider world. High quality Design Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. As designers, children will develop skills and attributes they can use beyond school and into their adult lives.</p> <p>Pupils know and understand the importance of a healthy lifestyle. They can prepare ingredients using a variety of safe techniques and equipment. Pupils demonstrate a positive attitude to the subject and to their learning. They can evaluate the effectiveness of existing products to inform the design of innovative, functional, appealing products that are fit for purpose. Pupils can confidently communicate their ideas in a variety of formats. They can select and use a wide range of tools, materials and components to perform practical tasks accurately and safely. Pupils can produce high quality products and evaluate their ideas and products against their own criteria, considering the views of others to improve their work.</p>

Coverage and Progression	<p>Clear progression has been mapped out for Design Technology in the National Curriculum. From this, key skills, knowledge and key vocabulary have been mapped across the school to ensure progression and coverage between year groups.</p> <p>The context for the children's work is well considered. They learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Lessons are taught as a block so that learning is focused throughout each unit of work.</p>
Assessment	<p>Pupils' attainment and achievement in Design Technology is assessed at the end of a topic/unit of work.</p> <p>This is monitored through:</p> <ul style="list-style-type: none">• planning• displays of completed work• lesson observations• pupil interviews• curriculum maps• floor books displaying evidence of children's work throughout the school