St John the Evangelist Catholic Primary
Design Technology

Curriculum Intent

At St John the Evangelist Primary School, we want children to use creativity, problem solving and imagination to design and make products that solve real and relevant problems. Design technology provides opportunities for creative expression and problem-solving which are an important part of the personal development of an individual. Children have the opportunity to apply and continue to develop skills and knowledge from Mathematics, Science and other subjects within their Design Technology learning. Design Technology reflects our culture and society and so the teaching and learning of DT enables children to better understand the rapidly changing world they live in. Our Design Technology curriculum is progressive, exploratory, and inclusive, building continually upon prior learning and skills. Our aim is to provide a curriculum that will allow the children to be:

• Creative, technical designers with a positive attitude to their own work.

• Able to develop skills to critique and evaluate their own ideas or products.

• Confident in applying a range of practical skills in the areas of textiles, resistant materials and food.

• Experienced in a range of design areas and explore the work of local, British and global designers throughout history.

We intend to build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more. We intend to design a design technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

Implementation

As a school within the Bishop Hogarth Catholic Education Trust, we teach a progressive set of skills devised by subject specialists with industry knowledge in the field of Design Technology. This ensures that progression of skills and understanding is clearly mapped from Early Years to the end of Key Stage 3. Design Technology is interwoven with other curriculum subjects, giving meaning to their learning.

Our Progression of Skills covers the Statutory Framework for both the Early Years and the National Curriculum for Key Stages 1, 2 and 3. Our Skills progression is split into 5 strands of learning, incorporating design, making, evaluation and technical knowledge, ensuring depth of experience and progression.

Early Years Aims:

During the Early Years, essential building blocks of children's design and technology capability are established. There are many opportunities for carrying out D&T-related activities in all areas of learning in the Early Years.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Three and Four-Year-Olds

Personal, Social and Emotional Development:

• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.

Physical Development:

• Use large-muscle movements to wave flags and streamers, paint and make marks.

• Choose the right resources to carry out their own plan.

• Use one-handed tools and equipment, for example, making snips in paper with scissors.

Understanding the World

• Explore how things work.

Expressive Arts and Design:

• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them.

• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Reception

Physical Development:

• Progress towards a more fluent style of moving, with developing control and grace.

• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Expressive Arts and Design

• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

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Physical Development:

Fine Motor Skills-

• Use a range of small tools, including scissors, paintbrushes and cutlery. Expressive Arts and Design Creating with Materials

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

• Share their creations, explaining the process they have used.

National Curriculum Aims:

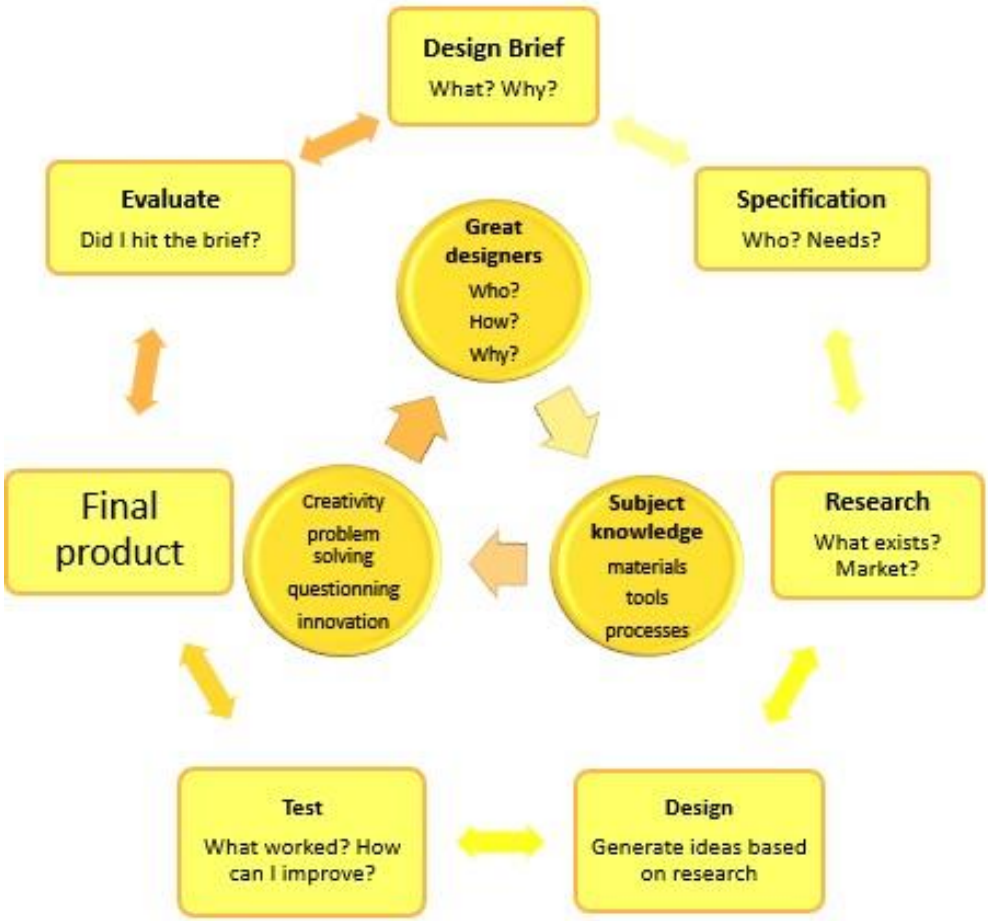
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, leisure, culture, enterprise, and the wider environment]. Our Skills progression is split into 5 strands of learning, incorporating design, making, evaluation and technical knowledge. ensuring depth of experience and progression.

These areas are:

- Design Process
- Resistant Materials
- Food and Nutrition
- Textiles
- Products and Designers

The design process underpins each strand in learning, ensuring that a fundamental process is followed in the approach to Design Technology. Awareness of key products and designers is interwoven throughout the curriculum.

The Design Process:



Curriculum Sequence

We have chosen to sequence the curriculum as follows:

	Autumn	Spring	Summer
Year 1	Christmas cookery – Shortbread biscuits	Musical Instruments – rain tube	Design/make carnival costumes
Year 2	Christmas Cookery – Shortbread Biscuits	Moving toys	Design/make Puppets
Year 3	Christmas cookery – Christmas cakes	Design/make a working volcano	Design/make Roman jewellery
Year 4	Christmas cookery – Christmas cakes	Design/make a Viking longboat	Design/make a holiday hat
Year 5	Christmas cookery – Gingerbread houses	Design/make a desert buggy	Design/make a bridge
Year 6	Christmas Cookery – Gingerbread houses	Totem Poles	Recycled materials construction

Each topic includes a knowledge retention/recap element so that we build on prior learning.
Pupils take an assessed task in each unit which draws on their learning and vocabulary.

Each strand of skills progression offers example content as well as tier 2 and 3 vocabulary, ensuring that core knowledge and skills are revisited and built upon regularly. Children will know more and apply their learning over a range of contexts. Skills progression strands may be taught through a topic-based approach, a skills-based approach or a blended style to ensure context and skills development in line with wider school curriculum delivery.

Impact

When pupils leave our school, they will know more, remember more, and understand more about Design Technology. They will have an excellent attitude to learning and independent working, the ability to use time efficiently and work constructively and productively with others, the ability to carry out research, show initiative and ask questions to develop a detailed knowledge of users' needs. Pupils will have the ability to act as responsible designers and makers, working ethically, using a range of materials carefully and working safely and hygienically. They will have thorough knowledge of which tools, equipment, and materials to use to make a product. Children will have a firm foundation of knowledge and skills on which they will be able to build as they progress into Key Stage 3.

They will have the firm foundations in Design Technology and are well placed to make good progress at Key Stage 3.