



Design Technology

Intent

Design technology is an inspiring, creative thinking and practical subject. Using creativity, problem solving 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. Pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Our Design Technology curriculum is progressive, exploratory, and inclusive, building continually upon prior learning and skills.

Implementation

As a school within the Bishop Hogarth Catholic Education Trust, we teach a detailed progressive set of skills devised by subject specialists with industry knowledge in the field of Design Technology. This enables our curriculum to ensure that progression is clearly mapped from Early Years to the end of Key Stage 3. Carefully mapped skills progression ensures that skills are built upon in each phase of learning and an end point of skill acquisition is transparent across each phase. DT is interwoven with other curriculum subjects, ensuring context and opportunities to deepen learning and understanding are embedded. 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 EY.

Our Progression of Skills covers the Statutory Framework for Early Years and the National Curriculum.

Early Years Aims:

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



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





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 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.