Design and Technology Curriculum Statement

Intent

What is the philosophy for delivering a broad and balanced approach to the subject?

At St Anne’s R.C. Primary School, we aim to give children the opportunities to solve real-life design problems in practical, creative and innovative ways. This includes designing products for a variety of purposes, taking into account their own and other people’s needs.

What are the key strands of the subject that the pupils will learn?

We aim to build high levels of competence in the subject specific skills of:

* Practical making skills (e.g. cutting food safely, using scales or other measuring equipment, using appropriate tools competently and safely)
* Design skills, in particular following an iterative design process.
* Evaluating their own and other people’s designs.

Implementation

How is learning in the subject organised, structured and resourced?

Design and Technology is taught through the framework of the 2014 National Curriculum, alongside a more comprehensive scheme of work developed by the Design and Technology association.

In each year group, effective and purposeful links have been created across the curriculum to ensure that each design and technology topic is given a real life context. For example, the design and technology topic of electrical systems is taught in year 4 alongside the Science topic on electricity.

The topics in key stage 1 and key stage 2 have been developed from a scheme devised by The Design and Technology Association and their “Projects on a Page” planning sheets which are used to aid teachers during the planning process to ensure coverage of the skills in D&T. When planning, links are made between topics and the Age Related Expectations (AREs) in D&T which allows a consistent application of the curriculum throughout the key stages.

The sequence of each topic in D&T is structured in a similar way throughout the school, as below:

* Exploring existing products
* Focused tasks (skills-based work)
* Designing
* Making
* Evaluating

How is pupils’ learning and progress assessed?

Pupil progress in Design and Technology is assessed against the age-related expectations. Children’s final pieces of work are assessed by both the teacher and child against the design criteria created at the start of the topic. These assessments are then used by class teachers to evaluate the coverage of the ARE in design and technology and use this to inform future topics to enhance pupil progress.

What knowledge, skills and concepts do pupils gain from their learning in the subject?

Design and Technology education feeds into many other areas of the curriculum such as, Science, Maths and Art. We strive to ensure that children are given the opportunities to solve real life problems and create products which would have a place in the real world. Children will:

* Learn critical thinking skills through evaluation of existing products.
* Develop the creative, practical and technical expertise to participate in an increasingly technological world.
* Design, build and make high-quality products that can be used in the real world.
* Understand, use and apply the principles of nutrition in learning to cook.
* Develop their problem-solving skills through real-world design problems.