



Our Design and Technology Curriculum

Curriculum Intent

At Wootton Wawen C of E Primary School, we are committed to providing all children with learning opportunities to engage in Design and Technology. The purpose of our D&T curriculum is to support pupils to develop their skills and knowledge in design, structures, mechanisms, electrical control, and a range of materials, including food. Design and Technology is an inspiring, rigorous and practical subject. It encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Wootton Wawen C of E Primary School, we encourage children to use their creativity and imagination, to design and make functional products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers. Design and Technology education involves two important elements - learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users.

Curriculum Implementation

Our curriculum is based on the development and progression covered in the programme of study for Design and Technology in the New National Curriculum.

In September 2022 we introduced the 'Kapow Primary' scheme of work to ensure that our teaching of Design and Technology across the school is progressive and shows clear curriculum intent.

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 work in a range of relevant contexts (for example home, school, leisure, culture, enterprise, industry and the wider environment).

When designing and making, the children are taught how to/about:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and Nutrition

Key skills and key knowledge for Design and Technology have been mapped across the school to ensure progression between year groups. This also ensures that there is a context for the children's work in Design and Technology; that they learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study.

In the Early Years Foundation Stage, Design and Technology forms part of the learning children acquire under the 'Expressive Arts and Design – creating with materials' branch of the Foundation Stage curriculum, which also covers Art and Design. Children are provided with opportunities to use their natural creativity to investigate, design and make in order to learn about their world. They are encouraged to explore a range of objects and materials, natural and manmade, to develop fine motor skills and learn how to plan, design, produce, evaluate and improve a finished project.

In Key Stage 1 and 2 teachers plan for lessons so that children learn to design purposeful, functional, appealing products for themselves and others based on design criteria and to communicate their ideas through talking and drawing. They learn to select from and use a range of tools and equipment to perform practical tasks and to choose from a wide range of materials and components. They also learn to explore and evaluate their design and product.

As we have mixed age classes our scheme of work is organised around a two-year cycle with coverage of each Design and Technology skill being divided into Key Stage 1, Lower Key stage 2, and Upper Key Stage 2 to ensure progression and allow skills to be revisited if required.

Curriculum Impact

By the end of Year 6 we aim for our children to have developed the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. We want them to apply a repertoire of knowledge, understanding and skills in order to design and make high-quality products for a wide range of users and to be able to evaluate and test their ideas and products and the work of others. We also want our pupils to understand and apply the principles of nutrition and learn how to cook.

Assessment

In **EYFS**, assessment is an ongoing process throughout the year, with end of year attainment being measured against the Early Learning Goals for 'Expressive Arts and Design and reported in the Early Years Foundation Stage Profile. The EYFS Profile is a statutory requirement.

In **KS1** and **KS2** Design and Technology work is recorded in Topic books (planning sheets, photos etc.) across the school and should typically evidence the design process - generating ideas, making, knowledge and evaluation.

Teachers assess children's knowledge, understanding and skills in Design and Technology by making observations of the children working during lessons. Verbal feedback is given to children so that their work is not marked during the process. From September 2022 we will be using the 'Kapow Primary' scheme assessment systems to monitor curriculum coverage and the depth of children's knowledge across both Key Stages. Progress is recorded on our online tracking system, Insight. Pupils' progress in D & T is reported to parents at consultation evenings held twice a year and through an annual report.

Monitoring

The monitoring programme for Design and Technology is organised on a two-year cycle. The subject leader carries out book scrutinies and learning walks and records the key findings on the school's pro forma along with action points for the following term.

Photographs of finished products and displays are also used to collect evidence of skills progression and coverage.