

Great Bardfield Primary School Curriculum Statement for: Design and Technology

Intent:

At Great Bardfield Primary School, we believe that high-quality Design and Technology lessons will engage and inspire children to think innovatively and develop creative procedural understanding. Our aims are to: fulfil the requirements of the National Curriculum for Design and Technology, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, to learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world, to participate successfully in an increasingly technological world using the language of design and technology.

The aims of teaching Design and Technology in our school are:

- Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
- Enable children to talk about how things work and to develop their technical knowledge,
- Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users,
- Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures,
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society,
- Foster enjoyment, satisfaction and purpose in designing and making things,
- Critique, evaluate and test their ideas and products, and the work of others,
- Understand and apply the principles of nutrition and to learn how to cook,
- Understand how key events and individuals in design and technology have helped shape the world.

Implementation:

Subject Leaders are provided with an additional three planning days per year on top of their PPA, to plan their curriculum. As part of the planning process, teachers need to plan the following:

- A medium-term plan which outlines knowledge and skills to allow our pupils not only to build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts, through child led learning.
- A cycle of lessons for each subject, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge to the point where they can answer the initial enquiry question;
- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Opportunities to showcase their work using a variety of presentation styles.

Impact:

Within Design and Technology, we strive to prepare children to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to

become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our Design and Technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Interaction with pupils during discussions and related questioning
- Day to day observations
- A celebration of learning in the form of displays
- Pupil discussions about their learning (pupil voice); which includes discussion of their thoughts, ideas, processing and evaluations of work.
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- The outcomes of learning serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for design and technology in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.