Design and Technology Curriculum Rationale 2022-23

Through our Design and Technology curriculum we aim to build the creative, problem solving, planning, evaluation, communication and collaborative working abilities of our pupils. We want to develop the concept and understanding that this subject is an area of study that will help pupils plan, design and create products which other people can use. Pupils will work with a variety of materials to make a whole range of products including food.

Curriculum Intent

Our Design and Technology curriculum will promote creativity, evaluation, communication, collaboration and analytical skills. It is a subject that we use to promote problem solving skills and resilience by teaching pupils how to design, test, review, refine and improve ideas. They will be given opportunities to work individually and as part of a team.

Curriculum Implementation

 Our pupils begin learning about Design and technology in Early years most noticeably through the following areas of learning: Physical Development; and Expressive Arts and Design. The Design and Technology curriculum is reviewed in the Summer term of each academic year in readiness for the following year. Learning opportunities are fine-tuned and the Subject Lead works with the Senior Leadership Team of school to identify progress milestones across the various strands of the subject. The curriculum is sequenced so that pupils undertake the pattern of researching, practising drafting and planning skills, creating and evaluating success. To ensure progression there is repetition of key skills in our cyclical curriculum to embed key learning, skills and subject knowledge.

The specific skills that our Design and Technology curriculum is aimed at encouraging, and that progress is measured against, are:

* The ability to generate idea and convert them in to a design.
* To communicate their ideas through increasingly more detailed and labelled drawings.
* To plan ideas with the needs of the consumer in mind.
* To turn their designs, using appropriate techniques, in to usable products.
* To select appropriate tools and assemble components.
* To work safely and in a resourceful manner.
* To evaluate their products by asking questions and testing its suitability to purpose.
* To understand where food comes from and be able to handle food using basic hygienic practices including personal hygiene.
* To understand the nutritious value of food.
* To develop some basic food preparation techniques.

Curriculum Impact

Formative Assessment is carried out by a combination of “walking the class” during lessons to address misconceptions early, end of topic quizzes, knowledge organisers, (age appropriate) extended writing or any other way of capturing what a child has learnt and can remember from their curriculum. Assessment is undertaken to ascertain subject knowledge, skills, understanding of design concepts and recall of information to measure whether a pupils is ready to progress, needs support to progress or to identify barriers that are preventing students from making progress. Assessment doesn’t just test a pupil’s substantive knowledge, but gauges their disciplinary knowledge.

We want our pupils to understand that by developing their Design and Technology skills and studying it at further education they can open up careers in a variety of industries including:

* Fashion
* Engineering
* Architecture
* Information Technology
* Hospitality
* Education.