



Whole School Curriculum Design: Design Technology INTENT - IMPLEMENTATION - IMPACT



Intent

At Corbridge First School we value a design technology curriculum which is motivating, inspiring and practical for all children. Design technology can contribute to the development of skills for children such as: mathematics, science, engineering, computing and art.

During DT sessions children are encouraged to be inquisitive about the way products work and how they are made. It is a subject in which children should be provoked to ask and answer questions. It provides children with a unique way of perceiving and expressing their understanding of the world around them, which cannot be taught across other areas of the curriculum.

We intend to provide children with opportunities to develop resilience as they tackle problems and overcome challenges as they work. We do this by developing an understanding of the work of inventors, designers and culinarians as we progress through school as well as adopting the 'Design, Make, Evaluate' approach to teaching DT, outlined in the National Curriculum. We discuss how children can apply this knowledge to their own work and develop skills by safely experimenting with tools and techniques. This should allow them to create a high-quality final piece of work. Finally, we value the evaluation process of the products they create so that pupils have the opportunity to reflect on their learning and discover how altering their design and techniques can impact the overall product.

Impact

We help to inspire children to produce high quality pieces of work through quality teaching that is engaging, exciting and practical. Our lessons provide children with an understanding of a variety of designers and a multitude of techniques across a range of DT areas, such as: construction, mechanisms, textiles and food/nutrition. We endeavour to prepare our children with the necessary skills and passion for DT. We measure the impact of our curriculum through the following methods:

- Ongoing verbal feedback and assessment
- Pupil discussion about their learning (pupil voice)
- Pupil workbook and class scrapbook analysis
- Learning walks and reflective staff feedback (teacher voice)
- Annual reporting of standards across the curriculum

Implementation

To ensure we meet the intended aims of the national curriculum, 4 main themes are covered throughout KS1 and KS2 including construction, mechanisms, textiles and food and nutrition.

When designing our curriculum within these themes, we have focussed on **5 main areas**:

Knowledge of an inventor/designer/culinarian: what did they create, why did they create it and how can this influence our own work?

Plan: using the influence of the inventor/designer/culinarian what skills have they learnt which can help us plan a final piece?

Make: creating their final piece using their knowledge. How have they developed their skills?

Evaluate: can they evaluate their work? How could they improve it? What do they feel has been successful?

Technical knowledge: can they use subject specific vocabulary to discuss their product and how it works, tastes or looks?

- DT at school provides challenging and enjoyable learning through a range of experiences where the children are exposed to rich learning experiences
- Teachers will use a progression of skills document which show how the children's skills in each area are developed throughout KS1 and KS2
- Children evaluate their own work and others work at the end of each unit.
- Success in DT is acknowledged and celebrated through displays in classrooms and around school.
- Children are taught to use items of protective clothing as appropriate and are encouraged to develop safe and tidy work practices.
- Teachers children are aware of potentially dangerous materials and tools in relation to their storage and use.
- An emphasis on working in an inclusive environment is pivotal for all children to be able to access the curriculum. All children are given the opportunities to challenge themselves through both independent and supported learning activities.

EYFS – In EYFS DT is a significant part of everyday life for children. Often the teachers are used as facilitators for the development of DT skills for pupils. As well as weekly challenges and DT days/weeks the children in EYFS are encouraged to explore and use a range on media and materials to develop their creativity, imagination and critical thinking. This is the foundation of learning which is further developed throughout the rest of the school.

SMSC

Design and Technology brings out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. We seek to develop a sense of 'moral conscience' in our students, through focusing upon the moral dilemmas raised in designing and making new products. We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making. Social development is a key feature of all design & technology lessons. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. As well as peer collaboration.



TASC Wheel

Thinking Actively in a Social Context. TASC is an inclusive approach to planning and delivering lessons in which children have to use their problem solving and thinking skills. We hope to adopt this approach to DT so that children are exposed to a rich learning experience where they can ask questions and reflect on their learning.