

Curriculum Statement for Design and Technology

Mission statement
Learning together hand in hand with our friend Jesus.

Intent	Implementation	Impact
<p>At St Mary and St Michael's we believe that a high-quality Design and Technology curriculum should engage, inspire and challenge pupils.</p> <p>Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.</p> <p>Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. We are very aware of living in a technological age and therefore aim to present our pupils, from a very early age, with problem-solving activities utilising their natural creativity.</p> <p>At St Mary and St Michael we maximise the potential of all students as they are given opportunities to learn new skills, build on existing skills and increase their ability to look at the world around them as designers and innovators, using a rich vocabulary to express and communicate their thoughts and ideas. We ensure all lessons are sequential in order to develop creativity.</p> <p>We fulfil the requirements of the National Curriculum for Design and Technology with planning linked to themes within our curriculum ensuring the progressive development of knowledge and skills so children have a more rigorous understanding of Design and Technology through the Key Stages.</p>	<p>Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an interactive process of researching, designing, making and then evaluating.</p> <p>Core concepts that will be taught and covered across each phase within the school include:</p> <p>Mastering practical skills This concept involves developing a wide range of the skills needed to make high quality products.</p> <p>Research, design, make and evaluate This concept involves developing the pupils' process of design thinking and enabling them to observe design as a process.</p> <p>Within key stages the following areas are covered:</p> <ul style="list-style-type: none"> • Textiles • Food • Structures • Mechanisms • Electricals and Electronics <p>Design and Technology will be taught in the following process:</p> <ul style="list-style-type: none"> - Research – Children will take inspiration from design throughout history, appreciating the design process that has influenced the products we use in everyday life. Explore how products have been created. Children will take inspiration from designers/inventors/chefs. - Design - Design products that have a clear purpose and an intended user. - Make – Make products, refining the design as work progresses. - Evaluate – suggest improvements to existing designs. Exploring objects and designs to identify likes and dislikes of the designs. <p>A creative approach is taken whereby we generate ideas from starting points that we have researched, make by using learned techniques with our intended user in mind and then evaluate.</p>	<p>Our Design Technology curriculum is well thought out and is planned to demonstrate progression. If children are meeting the appropriate milestones for the knowledge and skills in the core concepts within the curriculum they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> • A reflection on standards achieved against the planned outcomes; • Assessing children's understanding of topic linked vocabulary before and after the unit is taught; • Recapping and building on prior knowledge each unit/lesson; • Making observations of the children's practical learning; • Interviewing the pupils about their learning (pupil voice); • Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work; • A celebration of learning for each term which demonstrates progression across the school; • Making observations of children's work and giving immediate feedback