Subject: **Design Technology**

Rationale

We want to encourage our pupil's individual creative journeys where the processes of learning, exploration and evaluation are key to a successful end product. We want them to make discoveries about how to create items which fulfil purpose and function. To realise their potential and/or ambitions to become designers, engineers or architects. To aim for future careers where design technology plays a vital role in a world that requires functional products for a broad spectrum of purposes and audiences.

Design Technology promotes:

- concentration
- thinking and analysis
- problem solving
- sense of achievement
- sense of self development
- supports & enriches learning in other curriculum areas

Characteristics of Well-rounded Designers
(Curriculum Aims)

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. They should do this through the 4 areas of:

- designing
- making
- evaluating
- technical knowledge

Curriculum Intent

We want our curriculum to drive pupil's creativity and curiosity within design technology:

- To provide the means for them to be inspired by both great and contemporary designers who have shaped the world around them
- To find a purpose for their creations and to develop their making skills to a greater level of accuracy
- To make enquiries and find ways to solve problems through exploration of materials and methods
- To learn to take risks and become resourceful in their approach
- To apply their thinking from design technology to other curriculum areas and vice versa.

Curriculum Implementation

A carefully considered curriculum ensures that pupils experience a range of tasks that focus on specific skills and practices whilst meeting the key objectives for each year group. Design projects are intended to be contemporary where possible, so to inspire pupils to create products relevant to themselves and the world around them. Therefore, contemporary designers are selected for discussion purposes.

Plans used have been created by DATA.org which ensures the continuity and progression of skills. The DT Lead liaises with class teachers to adapt themes that support and make meaningful links with class work where necessary or to contribute towards a whole school theme approach.

Curriculum Impact

Pupils are encouraged to critically evaluate their own work and that of others which is key to their progression and ability to make decisions. Discussions about the work of other design technologists, skills and techniques, successes and challenges help to build pupils' confidence in their own understanding of creative processes and how they can develop their own work. They are encouraged to be accurate in their approach to making in order to achieve successful outcomes. Children write evaluative comments directly into their workbooks (post it notes when commenting on the work of their peers). There is an emphasis on using the correct terminology, relating to the areas taught.