



St Jude's C of E Primary School's Subject Stories Design Technology



Intent

Our Design and Technology curriculum is inspiring and engaging for all children. 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.

In Design Technology, we are clear that Intent is the knowledge and skills the children acquire in our curriculum, which builds towards clearly defined end points.

In the **Early Years**, we prepare our children by ensuring that they:

- Have repeated and varied opportunities to explore with arts and crafts, practising with small tools. This allows them to develop proficiency, control and confidence.
- Engage with the arts, enabling them to explore and play with a wide range of media and materials.
- Use a range of small tools, including scissors, paint brushes and cutlery
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used

In **Key Stage 1 and 2**, our curriculum ensures that children:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently
- 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.

By the end of their time at St Jude's, we aspire that all children will have:

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes
- An excellent attitude to learning and independent working
- The ability to use time efficiently and work constructively and productively with others
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely
- A thorough knowledge of which tools, equipment and materials to use to make their products
- The ability to apply mathematical knowledge
- The ability to manage risks exceptionally well to manufacture products safely and hygienically
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

Implementation



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Our curriculum is designed carefully and coherently to ensure that skills and techniques are built upon progressively across the phases. Cross-curricular links are made as much as possible so that connections and links are made with other subjects and key knowledge, skills and understanding are embedded.

In the EYFS, we have a child-initiated approach to learning which allows art to flourish across all the areas in the classroom. In the reception classroom, design plays a big role in our continuous provision. Children are encouraged to explore design through their own interests and they have access to a craft station where they can select their own materials and tools at any time. Alongside this, design is taught in accordance with the guidance for Expressive Arts and Design in the EYFS framework. Focus activities include introductions to new skills and materials that are then available in the children's independent play.

In key stage 1 and 2, the children receive a weekly design technology lesson (Design Technology and Art and Design units are alternated across the year to ensure an even coverage). There is a focus on learning new skills and techniques, as well as studying significant artists from a range of diverse backgrounds. For each unit of learning, teachers plan their lessons progressively and coherently. Each lesson allows the children to build on their prior learning and refine previously learnt skills. At the end of each unit of learning, the children's outcome reflects the journey of learning, using and applying their skills and taking inspiration from the artists they have looked.

To ensure design lessons provide the children with a real sense of purpose, sessions and activities relate directly to the class topic. These cross curricular links help immerse the children in their design sessions and ensure they are memorable.

Impact

- ✓ Our children are confident with using a range of resources to design and make products and display a sense of pride over their creations. This can be demonstrated in the children's Art and Design scrap books.
- ✓ Children are confident to talk about their products, reflect on their designs and adapt them.
- ✓ Tapestry shows the prevalence of design technology in the EYFS continuous provision and evidence of this can be found in Learning Journals too.

If you were to walk into Design Technology lessons at St Jude's, you would see:

- Clear skills being taught as the learning objective.
- Children using a variety of visual aids and existing products as inspiration.
- Scrapbooks being used for designing and planning.
- A range of tools and equipment used throughout the year.
- Children confident to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Children using the arts and crafts area in EYFS.

Our Diverse Curriculum

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum. We have developed anti-racist commitments, and endeavour to fulfil these in every curriculum area, including Design Technology. Within this subject, we will ensure:

- Diverse texts are used to support learning in reading and English sessions.
- There are a range of diverse books in classroom libraries which include information books which celebrate key figures.
- Children are given exposure to diverse characters, writers and illustrators through our selection in classroom libraries.
- Time in the school calendar is designated to celebrate significant figures in history who have contributed to the knowledge and understanding of mathematics. These celebrations will include a diverse range of people, including different ethnicities, genders and cultural backgrounds.
- Other opportunities are utilised to explore, promote and celebrate diverse figures, such as Family Learning Projects, Home Learning activities, newsletter items, Twitter posts, World Book Day, Science Week, and local community events.

Our Diverse Curriculum:



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- Designers within the Design Technology curriculum are carefully selected by staff to ensure that they are representative of our diverse community.
- Pupils are given the opportunity to learn about and recreate the work of designers from a range of BAME backgrounds.
- Existing products that are studied are representative of a range of cultures and communities.

Remote Learning:

Whilst children are learning remotely, the following approaches are taken to ensure art teaching and learning is consistent and of a high quality:

- Design Technology is timetabled for remote learning each week (Design Technology and Art and Design units are alternated across the year to ensure an even coverage).
- Planning is purposeful and effective, reflecting the standards expected during school learning.
- High quality Design Technology lessons and resources are uploaded to Google Classroom each week.
- Design Technology lessons make use of visuals and virtual resources to ensure that lessons remain engaging and of a high standard. This includes images and videos of designing products.
- Prior learning is recapped so that pupils learning sticks with them.
- Pupils upload one piece of Design Technology learning per half term which is given feedback by staff.

Successes in 2020 – 2022

- ☺ **Introduction of Design Technology subject leader**
- ☺ **Introduction of Design Technology planning support – Projects on a Page**
- ☺ **Design Technology is included on the Curriculum Map for each year group.**

Priorities for 2021 - 2022

- ☉ **Develop the diverse Design Technology curriculum.** Ensure there is a Diversity Curriculum Map for Design Technology to support teachers in their planning.
- ☉ **Purposeful and effective planning.** Create and implement Design Technology planning to demonstrate a learning journey for each unit.
- ☉ **Raise standards of Design technology outcomes.** Support staff in how to plan Design technology lessons and monitor outcomes (evidence in Art and Design scrapbooks)