Whimple Primary School

Design and Technology Curriculum Statement, Knowledge and Skills Progression

Subject Vision: **"Enjoy failure and learn from it. You can never learn from success." James Dyson**

We believe that Design and Technology (DT) encourages curiosity and imagination, and promotes an engagement of children who may not ordinarily enjoy practical, hands-on activities. Design and Technology teaches children to be aware of the world around them, and to make rational, economic and ecological based decisions. This enables children to understand how their decisions affect people and the environment. In lessons, pupils explore different questions that life presents them, and develop skills and attitudes to tackle, investigate and find answers to these questions. Pupils will also work as part of a team to solve problems, and take part in class and group discussion, working through different roles, and taking on board constructive criticism. Children look at different situations around the world and consider ways in which Design and Technology could provide positive contributions and improve the quality of life.

Statement of Intent:

The aims of our Design and Technology curriculum are to develop pupils who can demonstrate the following things:

- demonstrate a progressive development of knowledge and skills
- learn how to take risks, and become resourceful, innovative and enterprising
- develop children's understanding of the impact design and technology has on our daily lives, as this continues to evolve
- enable children to talk about how things work and to develop technical knowledge, skills and understanding
- select appropriate tools and techniques when making a product, following safe procedures
- use opportunities to apply this growing body of knowledge, understanding and skills in order to design, make and evaluate prototypes and products for a wide range of users.
- develop an awareness of the technological process
- foster enjoyment, satisfaction and purpose in designing and making things
- develop pupils ability to critique, evaluate and test their ideas and products, and the work of others
- learn to understand and apply the principles of nutrition and learn how to cook.

Whimple Primary has chosen a knowledge-engaged curriculum. This means following a skills-progression curriculum model with knowledge underpinning the application of skills. The 2002 Education Act requires schools to provide a 'balanced and broadly based curriculum' which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life. We intend to deliver the 2014 National Curriculum in a purposeful, engaging and creative way by providing a broad curriculum that ensures that there are enough subjects on the timetable and a balanced curriculum that ensures that each subject is given sufficient space on the timetable to deliver its distinct contribution. The school curriculum is broader than the National Curriculum and our intention is to give children a richer and deeper experience that is not limited by the National Curriculum.

Statement of Implementation:

Design and technology at Whimple Primary School, follows a clear and comprehensive scheme of work aligned with the National Curriculum. Through a two-year rolling programme, children will undertake a range of units - structures, mechanisms, textiles and food. Each unit will follow the same design process - researching, designing, making and evaluating. These units can be taught in discrete lessons over a series of weeks, or may be delivered as a block of learning over the course of a school day or days. A range of skills are taught ensuring that children are aware of health and safety issues related to the tasks undertaken. Clear and appropriate cross curricular links are used to strengthen learning across multiple areas of the school curriculum. Our design and technology curriculum gives children the opportunity to learn important life skills and apply these to 'hands on' situations in purposeful contexts. In design and technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning, as well as providing opportunities for children to work collaboratively effectively.

Statement of Impact:

Through Design and Technology, we are preparing children to become creative problem-solvers, both as individuals and as part of a team. Through the study of Design and Technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. Our curriculum is high quality, well thought out and provides effective progression of knowledge and skills alongside the teaching of related discreet vocabulary.

The impact of our curriculum will be seen when talking to and observing children and by looking at the work they produce. Pupils are able to improvise, adapt and overcome problems. They feel supported and secure in making mistakes and understand there will always be areas for improvement. Pupils combine their designing and making skills with knowledge and understanding in order to design, make, analyse and evaluate products of high quality. They express their own creativity through their designs and are more socially confident to give their opinions.

This Curriculum Statement should be read in conjunction the whole school overview of learning for this subject.