GATEWAY FEDERATION SUBJECT STATEMENTS

Curriculum Subject Area	Design Technology
Date	April 2020

INTENT (Aims, Aspirations, Linked to school values, Linked to our 'Federation Curriculum Statement')

In the Gateway Federation, we want our children to learn from, and contribute to, a broad and balanced curriculum, drawing on cross-curricular links where possible. We encourage children to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We also endeavour to enable them to work independently and with others, and to develop a resourcefulness and resilience in their attitudes towards their work.

In Design Technology, through an inspiring curriculum, we aim 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 as well as the work of others;
- Understand and apply the principles of nutrition and learn how to cook.
- Benefit from medium term planning which reflects the content and challenge of the 2014 National Curriculum, with space for pupil input, where British Values and SMSC (Spiritual, Moral, Social and Cultural) development are embedded.

IMPLEMENTATION (Long term Plan, Teaching approach, Wider community, Ensuring Progression, Wider Opportunities, Enrichment / Additions to the curriculum.)

Using the National Curriculum 2014 as a basis, we aim to provide a Design Technology curriculum that is high quality, well-thought out and demonstrates progression of skills across EYFS, Key Stage 1 and Key Stage 2. Planning takes into account the needs and abilities of each cohort and is adapted accordingly.

As part of their planning process, teachers will:

- Plan a series of lessons that promote the knowledge and vocabulary that pupils must master;
- Ensure planning provides progression and depth;
- Give opportunities for pupils to develop their skills by investigating, disassembling and evaluating existing products and using their findings to design innovative new products;
- Encourage pupils to select appropriate tools and techniques for making a product, whilst following safety procedures.
- Value the opinions and ideas of pupils;
- Encourage pupils to critically evaluate their own work, and that of others, using details from the design brief.
- Foster enjoyment, satisfaction and purpose in designing and making whilst also encouraging pupils to be resilient and reflective when they are unsuccessful.

Each class will undertake at least three Design Technology units per year. One of these must be food and nutrition and the others may be selected from:

- Textiles
- Structures
- Mechanisms (KS1)

- Electrical or Mechanical Systems (KS2)

Children who have SEN or EAL are supported in a number of ways including; teaching key vocabulary prior to/at the start of the topic, seating children alongside good role models to support one another, providing visual/practical prompts, teaching lessons using a range of different techniques to appeal to different learning styles, and using directed adult support.

IMPACT (Measure of Success)

Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout the year. This assessment is then used to inform planning, providing support and challenge as required by pupils. The Design Technology coordinator will monitor and evaluate the effectiveness of lessons through;

- Learning walks
- Book scrutinies
- Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work
- Displays across the school
- Work in sketchbooks
- Assessments against learning outcomes

Pupils will be meeting expectations in Design Technology if they:

- Disassemble and evaluate existing products, evaluating their purpose;
- Design purposeful and innovative products that meet the needs of their audience;
- Follow safety guidelines when making their product;
- Use a range of tools and techniques safely and effectively;
- Finish their work to a high standard;
- Critically evaluate their own work and that of others, being mindful of others' feelings;
- Suggest further ways to improve their own products.

Positive areas for the subject. (What is working well in our schools?)

- All areas of the curriculum are represented equally throughout the key stages.
- Teachers give careful consideration to the development of skills and techniques.
- Pupils are enthusiastic about their learning in Design Technology and are keen to take part and work hard.
- Pupils are sensitive to the feelings of others when discussing and evaluating their work.

Areas for development for the subject (2 or 3 points at the most)

- Ensure pupils have opportunity to disassemble and evaluate existing products before designing.
- Ensure design Technology lessons are over a period of time, to allow for effective designing, not all in one day.
- Consider project books for Design Technology and Art & Design which show a progression of lessons and can be passed up to the next class.

Examples of experiences & activities children will have / do.

- Pupils investigate a wide range of products and examples before starting their own project.
- Time is given to support the development of key skills, using the DATA help sheets, before starting their own product.
- Trips may be applicable, such as visiting the Food Tech departments of local secondary schools to use their facilities.
- Pupils learn from visitors who have a range of skills such as designers, textile experts or carpenters.

- Pupils will share their work and present it through displays or class assemblies.