

## St James the Less Design and Technology



### Intent

At St James the Less, the Design and Technology curriculum is carefully designed to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. We want our children to develop the confidence to take risks, through drafting design concepts, modelling, and testing to be reflective learners who evaluate their work and the work of others. Our curriculum aims to build an awareness of the impact of Design Technology on our lives and encourage our pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

St James the Less links with an Artsmark partner.

### Implementation

We implement the delivery of Design Technology with an agreed whole school progression map which is based upon specific main strands which are revisited in every unit. These are:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition

Through our Curriculum pupils respond to design briefs and scenarios which require consideration of the needs of others, developing their skills in six key areas:

- Mechanisms
- Structures

- Textiles
- Cooking and Nutrition (food)
- Electrical Systems (KS2)
- Digital World (KS2)

Children have planned opportunities to learn and practise skills discretely. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows our children to revise and build on their previous learning and ensure that attainment targets are securely met by the end of each key stage.

Focusing on the key areas, our teachers adapt our Design Technology curriculum to form cross-curricular links to keep design technology relevant to their learning. Teachers plan units that enable children to make their own creative choices and decisions.

Lessons are always practical in nature and encourage experimental and exploratory learning with Year 2 onwards using books to record their ideas. Scaffolding is always available to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.

Knowledge organisers are in place for each year group with EYFS class starting in a joint experience with Year 1 children and adapting key skills relevant to their class theme.

### **Impact**

Our children leave school equipped with a range of skills to enable them to become innovative and resourceful members of society.

They are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about design technology, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The subject leader for Design Technology regularly audits provision across all year groups by using the ART approach of Analyse, Revise, Track.

### **Assessment and Record keeping**

DT books follow children through school to keep a log of their learning journey

End of year assessment is based on National Curriculum standards

Subject leader gathers samples of work throughout the year

Policy revised September 2022