



Design & Technology Curriculum Statement

At St Monica's Catholic Primary School we believe that Design & Technology (D&T) forms an important role in the curriculum, allowing children to develop important skills but also developing imagination and creativity with a focus on problem solving to create quality products, that solve real and relevant problems within a variety of contexts, considering their own needs and others' needs, wants and values. The D&T curriculum provides opportunities for children to strive towards meeting the St Monica's mission of aiming to be the best we can be and to never stop trying.

Design and Technology is an inspiring, rigorous and practical subject in which children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Children will learn to take risks, be innovative and enterprising. Through evaluation of past and current products, they will develop a critical understanding on the impact of technology on daily life and the wider world.

How does your curriculum match the requirements of the National Curriculum?

The National curriculum aims for children to:

- 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.

The curriculum programme of study for Design and Technology has been designed specifically using the National Curriculum aims, adapted where appropriate to meet the needs of our learners. The key concepts: develop, build and evaluate have been formed the basis when designing the curriculum across the year groups to ensure children develop and build on all these skills throughout each year group. This has been used to develop a self-assessment sheet for children to be using which clearly identifies skills in developing, building and evaluating. Food technology has been split across Reception, Year 1, Year 3 and Year 5 to ensure that children are revisiting and building on these skills.

How is your curriculum adapted to local circumstances?

The National curriculum for Design and Technology states that children should work in number of relevant contexts. Each of our Topics across the year groups aim to support the local community and projects have been designed with relevance and purpose for the pupils. Each project stems from a problem, giving the children a real purpose for their design. For example in Year One the children create books for the local preschool children to play with and explore and also grow root vegetables to create salads for the school cook. Another example being when Year Five design bridges they look at the local 'London Bridge' and comment on its design and features before creating their own.

How does it meet the requirement to be broad and balanced?

The long term plan covers a range of different contexts such as leisure, industry, home etc. The LTP also covers a number of different areas of Design and Technology from food tech to textiles, this has been carefully planned to offer a balance across year groups. For example Food tech is spread over Reception, Year One, Year Three and Year Five.

How did you design your curriculum?

In a staff meeting in Spring 2018 all staff critically analysed our current Design & Technology curriculum. We looked at the aims of the National Curriculum and came to the conclusion that Design & Technology is designing and making a product for somebody and for a particular purpose. Looking at that we then designed a new LTP ensuring each project was designing for a particular individual and had a purpose, we ensured that we used a range of context to keep the curriculum broad. We also ensured that in each year group we revisited and built on skills previously taught.

How does your curriculum promote your school's culture and aims?

In the design and technology curriculum creativity and imagination is at the core, children are given a problem which provides an anchor task and fits with the enquiry approach we are promoting in all curriculum areas. We share the skills we want the children to learn and use self-assessment tools to allow children to decide for themselves whether they have achieved these which promotes a sense of responsibility for learning in keeping with our growth mindset approach. Throughout the design and technology curriculum the children are encouraged to share and work collaboratively, as well as create the best possible products.

How does your curriculum promote SMSC and British Values?

Children are encouraged to develop their thinking skills and explore the wider world around them, to reflect upon what they see and develop an open mind and use this inspiration and creativity when approaching their design work. In Design & Technology we encourage children to develop a 'moral conscience' through focusing on moral dilemmas raised in designing and making new products. Children will learn to understand the wider impacts on the environment when designing and making new products. We encourage sustainable thinking when designing, expecting the children to carefully consider the materials and components they will use.

Social Development is a key feature in a design and technology lesson. Children are taught to self-regulate to ensure that they accept responsibility for the behaviour and safety of others. Children work collaboratively and learn the importance of teamwork. Conversation is encouraged about the work we do through self & peer evaluation and to give and accept constructive criticism to help improve learning. Pupils learn to articulate their thoughts and feelings about their own and others' work, whilst also developing mutual-respect.

Children develop cultural awareness in design and technology through looking at a range of different designers from different cultures encouraging children to learn from and to respect other traditions. The children will be exposed to a number of impressive designs, which will help to engage the children and create a sense of awe. Pupils are taught that all their design work should be sensitive to needs and beliefs of different backgrounds, ensuring all imagery, text and products won't cause offence. They think about how their ideas and products and how they impact on the world around them. Pupils are encouraged use the work of artists and designers from a wide range of cultures and historical contexts to influence and support the development of their work.

How does your curriculum promote deep learning and engagement?

Deep learning is promoted throughout the curriculum as throughout each year group the children are building on previous skills learnt. Throughout each topic children are revisiting and building on the skills of design, make and evaluate. Children will be engaged through the opportunity to solve real life problems using their own imagination whilst making their own creative choices.