**St Edmund’s and St Thomas’ Catholic Primary School**

**Design and Technology Curriculum Statement**

**Subject Leader – Beth Plunkett**

**Intent**

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| Design and Technology helps to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of Design and Technology, the pupils at St. Edmund’s and St. Thomas’ Catholic Primary School combine practical skills with an understanding of aesthetic, social and environmental issues. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. The subject should assist children in developing a greater awareness and understanding of how everyday products are designed and made.  The aims of design and technology at St. Edmund’s and St. Thomas’ Catholic Primary School are:   * To develop imaginative, independent thinking in children and to enable them to talk about what they like and dislike when designing and making * To enable children to talk about how things work, and to draw and model their ideas * To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures * To foster enjoyment, satisfaction and purpose in designing and making * To teach and provide opportunities to develop real life skills such as cooking a meal and sewing a button!     The overarching intent of the Design Technology Curriculum at St. Edmund’s and St. Thomas’ RC Primary School, is to follow the guidelines of the national curriculum whilst:   * Providing plenty of opportunities for the children to learn, apply and strengthen essential skills required in the designing, making and evaluating of an effective product for a given purpose. * Ensuring that the children are well-equipped with useful technical knowledge to support them in the design and making of their product. * Developing the children’s use and understanding of technical vocabulary associated with this subject. This is so that the children can articulate the skills that they have applied, the equipment that they have used and describe the materials and features of the product that they have made. |

**Implementation**

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| - cultural capital: elements cooking..., using a sewing machine, using a saw to make a wind chime etc.  Design Technology is taught in all year groups, with focuses in each phase group based on six whole school themes.   * 1. We are family   2. Journeys   3. Change the World   4. Planet Earth   5. Can you help me?   6. Wildlife Connections   Design Technology is taught on a one year cycle, with a higher weighting of units in lower key stage 2, to connect to their ‘Engineer’ status.  The focus of Design Technology will be upon 5 key areas;   1. **Design**   This encompasses  -Understanding contexts, users and purposes  -Generating, developing, modelling and communicating ideas   1. **Making**   This encompasses;  -Planning  -Practical skills and techniques   1. **Evaluating**   This encompasses;  -Evaluating their own ideas and products  -Evaluating existing products  -Evaluating key events and individuals   1. **Technical Language**   This encompasses;  -Discussing making products work   1. **Cooking and Nutrition**   This encompasses;  -Where food comes from  -Food preparation, cooking and nutrition  **Reading**  Reading is a key skill within Design Technology, and is incorporated and taught as such. St. Edmund’s and St. Thomas RC School promote reading and reading skills through Design Technology in a variety of ways in order to ensure that learning is purposeful and key ideas are understood appropriately. For example; when reading instructions, researching key elements within topics and products. Reciprocal reading strategies are implemented when taking a deeper look at a particular topic. For example; UKS2 research how Jamie Oliver has had a positive impact on school meals for Great Britain. A key way to helping children understand this, is through a class reciprocal read of a biography of his career.  **Cross Curricular Links**  Where appropriate, cross curricular links are made with Design Technology. Natural links are made with Science and Art frequently. Literacy links are made when researching products and writing evaluations. Our DT Curriculum Map shows where other links to the curriculum are made.  **Assessment**  Teacher based assessment is used each half term to make judgements about progress and attainment and recorded on the whole school data base – ‘I-Track’. Children are monitored by the subject leader and SLT, using information on I-Track to ensure that they are making expected progress. Children who are not on track, are identified for targeted teaching in the next unit and invitations to after school enrichment opportunities to develop their understanding, confidence and passion in the subject. |

**Impact**

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| **Our children will:**   * Be inspired by the DT Curriculum and want to learn more. * Show the progression in their skills, knowledge and understanding in the work in their books. * Be able to discuss their learning and remember what they have learnt. * Be confident in identifying key designers and talk about the impact that their work has had on the world. * Children will be independent learners, able to access the next stage of their education. |