



Little Houghton CEVA Primary School
Curriculum Statement for the Teaching and Learning of Design and Technology

Our Vision for Little Houghton CE Primary School

‘Learning for Life’

Through:

- ❖ **Growth – realising our potential**
 - ❖ **Community – sharing and contributing**
 - ❖ **Spirituality – reflecting and thinking deeply**
 - ❖ **Environment – appreciating local and global environments**
- So that each child can flourish – like a flower of the field (Psalm 103:15)**

Our curriculum vision is reflected in Design and Technology through the key concepts of:

Designing **Making** **Evaluating**

Designing is the planning process for the construction of an object or system. This links with **Community** in that it requires the sharing and contributing of ideas.

Making is the process of producing something. This links with **Environment** in the consideration of the potential use of the product and **Growth** in terms of the realisation of potential.

Evaluating is part of the iterative design process in which an appraisal is given of the effectiveness, usefulness and precision of the object. This links with **Spirituality** in that it requires reflection and deep thought.

Intent

The aims of teaching of design technology in our school have the key concepts of **designing**, **making** and **evaluating** woven throughout.

At Little Houghton CEVA design and technology (DT) should be fully inclusive to every child. Our aims are to:

- Fulfil the requirements of the National Curriculum for design and technology;
- Provide a broad and balanced curriculum;
- Ensure the progressive development of knowledge and skills;
- Learn how to become resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology;
- Develop a critical understanding of the impact of design and technology on daily life and the wider world;
- Participate successfully in an increasingly technological world using the language of design and technology.

The aims of teaching design and technology in our school are:

- Develop creative, technical and imaginative thinking in children;

- To develop confidence to participate successfully in an increasingly technological world;
- Enable children to talk about how things work and to develop their technical knowledge;
- Apply a growing body of knowledge, understanding and skills in order to **design** and **make** prototypes and products for a wide range of users;
- Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures;
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society;
- Foster enjoyment, satisfaction and purpose in **designing** and **making** things;
- Critique, **evaluate** and test their ideas and products, and the work of others;
- Understand and apply the principles of nutrition and to learn how to cook;
- Understand how key events and individuals in design and technology have helped shape the world.



Implementation

To ensure high standards of teaching and learning in design and technology, we implement a curriculum that is progressive throughout the whole school. Design and technology is taught as part of our Connected Curriculum units of work, focusing on the knowledge and skills stated in the National Curriculum, **designing**, **making** and **evaluating**.

The design and technology curriculum at Little Houghton CEVA primary is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills documents. Teachers can use these documents to plan their design and technology lessons suitable to their class's interests and what they want to learn about. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching design and technology, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement. Children's learning is recorded in an age appropriate format and linked to our connected curriculum units of work.

Educational visits are another opportunity for the teachers to plan for additional design and technology learning outside the classroom. At Little Houghton the children have opportunities to experience design and technology on educational visits. The children have visited local museums, food establishments and had visitors into school to share learning.



Impact

Within design and technology, we strive to prepare children to take part in the development of tomorrow's rapidly changing world. We aim to encourage 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. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our design and technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of key vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning, which evaluate whether the children have learned and remembered more.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting across the curriculum.