



THE BATT C.E. SCHOOL

The Batt C.E. School & St Maty's Infant School

Design and Technology Curriculum Statement



Our Intention is that...	Our Design and Technology scheme of work aims 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 pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. With a consistent approach to using our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Our Design and Technology scheme of work enables pupils to meet the end of key stage attainment targets in the National Curriculum and the aims also align with those in the National Curriculum. EYFS (Reception) units provide opportunities for pupils' to work towards the Birth to 5 Matters statements and the Early Learning Goals.
Implementation	The Design and Technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition* has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. The National curriculum organises the Design and Technology attainment targets under five subheadings or strands: ● Design ● Make ● Evaluate

	● Technical knowledge ● Cooking and nutrition* Our scheme of work has a clear progression of skills and knowledge within these five strands across each year group. Our Progression of skills shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. Through our scheme of work, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas: ● Mechanisms ● Structures ● Textiles ● Food ● Electrical systems (KS2) ● Digital world (KS2) Each of the key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. Lessons are engaging and allow for adaptations for different learning needs, ensuring that lessons can be accessed by all pupils. Opportunities to stretch pupils' learning are also available. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. We recognise that strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and Technology curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. We chose a scheme that has been created with the understanding that many teachers do not feel confident delivering the full Design and Technology curriculum and which ensures that teachers feel supported to deliver lessons of a high standard that ensure pupil progression.
Impact	The impact of the provision of Design technology is monitored through both formative and summative

assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a knowledge catcher which is used at the start and unit quiz used at the end of the unit.

Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society. The expected impact of following the our Design and technology scheme of work is that children will:

→ Understand the functional and aesthetic properties of a range of materials and resources.

→ Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.

→ Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.

→ Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.

→ Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.

→ Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.

→ Self-evaluate and reflect on learning at different stages and identify areas to improve.

→ Meet the end of key stage expectations outlined in the National curriculum for Design and technology.