



This statement, and our Design and Technology intent and curriculum, has been developed by our subject leader for Design and Technology in discussion with our teaching staff team and our Teaching, Learning and Standards Governors Committee.

This curriculum statement should be read alongside

- our school vision statement
- our Teaching, Learning and Assessment Policy and our Policy on Marking and Feedback to Children
- our published curriculum overview
- our 'curriculum pack' for Design and Technology, which includes details of the agreed curriculum for DT at Christ Church, including our skills and content progression documents

### **Intent of our Christ Church Design and Technology Curriculum**

Design and Technology at Christ Church is an inspiring, rigorous and practical subject that supports our school vision of inspiring *life in all its fullness* through developing creativity and problem solving skills. Pupils learn how to take risks and to become resourceful, innovative, enterprising and capable citizens. Our design and technology curriculum is designed to provide opportunities for all children to build their knowledge and key skills progressively, working with a range of materials including mechanics, structures, electrical systems, textiles and food technology.

The intent of our high-quality design and technology curriculum is to cultivate creativity and imagination and to give all children the skills and knowledge they need to design and make products that solve real and relevant problems within a variety of contexts and with an identified purpose and audience. Our Design and Technology curriculum, which works sequentially towards the end points as set out in the EYFS and National Curriculum, makes explicit links to learning in several other subject areas including mathematics, science, computing and art and lays the foundations for interest and engagement in areas of engineering, design and food technology. The ongoing evaluation and testing process is vital to understanding how and why a product or design element has been successful or not, with evaluation evidence used to inform learning in an iterative process. Our curriculum aims to highlight the importance of creating sustainable products and to develop in all children a firm knowledge of where materials come from and the environmental impact they have.

### **Aims of Design and Technology within the Primary National Curriculum**

The National Curriculum for Design and Technology aims to ensure that all pupils

- 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, evaluation and test their ideas and products and the work of others
- understand and apply the principle of nutrition and learn how to cook

(National Curriculum 2013)

### **The Curriculum**

All pupils are taught the content and skills as set out in the Early Years Foundation Stage (EYFS) document (in particular the Expressive Arts and Design area of learning) and then the programmes of study in the National Curriculum.

Our Design and Technology 'curriculum pack' includes

- our DT content progression, setting out projects to be taught in different year groups and showing progression across the school in the different areas of content within the national curriculum: structures, mechanical systems, electrical systems, textiles and food technology
- our DT skills progression document, detailing specific skills to be taught from Reception to Year 6 in the following areas:
  - designing (understanding contexts, users and purposes; generating, developing, modelling and communicating ideas)

- making (planning; practical skills and techniques)
- evaluating (own ideas and products; existing products)
- technical knowledge (making products work)
- our progression document for cooking and nutrition, setting out progression in teaching and learning about where food comes from and food preparations, cooking and nutrition

Our DT curriculum pack also provides further detailed information and planning from the DT Association 'projects on a page' for each of our planned DT projects from Y1-Y6.

### **Additional information specific to Design and Technology**

#### **Resources, teaching and continuing professional development**

The school holds and purchases a wide range of DT equipment and consumables.

Design and Technology across the school is planned and taught by class teachers.

The Design and Technology Subject leader attends appropriate training and/or networks for the subject area. Training is then shared with other staff through staff meetings or team teaching. The school is also a member of the DT professional association.

#### **Health and Safety**

Teachers are responsible for planning safe activities for Design and Technology. This is achieved by:

- selecting appropriate tools and materials
- following our schools guidance of tool progression with safety ratios.
- teaching children how to use tools and equipment safely
- making sure the children understand the importance of safety procedures
- reminding the children at the beginning of each lesson of the correct use of tools and equipment.
- checking tools for defects at the beginning of each session and making sure all tools are used in the classroom under adult supervision
- carrying out and following specific risk assessments for certain activities, where needed

#### **Enrichment: Wider Opportunities**

The school provides a range of wider opportunities to enrich the Design and Technology curriculum provided in the classroom, for example:

- related after school clubs for KS1 and KS2, such as Lego, Tech and cooking clubs
- workshops in school led by experts in specific areas of DT (recent workshops have included cooking workshops and music instrument making workshops)
- visits, including to the City Learning Centre (CLC) to enrich the electrical systems and control aspects of the curriculum and to a local school's food technology room to enrich the cooking area of the curriculum. Additionally, trips to The Brand Museum and puppet theatre have enhanced learning opportunities.
- cross-curricular opportunities where DT projects incorporate specific DT skills as well as content and learning from other subject areas

#### **Review**

This statement will be reviewed by the school's Design and Technology Subject Leader every three years to ensure that it is a reflection of current best practice.