



DESIGN TECHNOLOGY

Intent

Our School Values

Working Together
 happiness
 achieving our potential
 fairness and equality
 kindness
 safety and security

Our Behaviour Charter

Be Safe **Good presentation-|Work and self**
 Be Kind **Respectful- people and property**
 Be Great **Embrace challenge- Have a go; take a risk**
 Aim high- aspire and achieve
 Try your best- use your 'learning powers'

Subject Intent

We want children to develop towards the Essential Characteristics © of Design Technology

What structure is this based upon?

During Reception, children will use a variety of media to create objects with a purpose through play within continuous provision. They also begin to develop the skills necessary for other areas of this curriculum such as being creative, logical thinkers. In Years 1-6, the statutory National Curriculum provides the basis of our planning, linked to Chris Quigley Essentials © areas of learning and supplemented and supported by guides for learning from the Design and Technology Association DATA ©

How is it organised?

Design Technology is taught as a discrete subject and is planned with three units per year, including one Cooking unit. It is structured to enable revisiting of structures, mechanisms and arrange of materials. The units are based on learning projects from DATA which may link to other curriculum subjects, if appropriate. Design Technology is usually taught as a week-long project, especially in the case of Cooking units.

Why is it important?

Children live much of their lives in a designed world and it is important for them to understand that there is a process behind the creation of all products. Design Technology has many links across other subjects: it requires accurate measuring; it depends on an understanding of a material's properties for its function and requires a focus on art and design skills to communicate plans. Not only this, but it develops creativity, problem-solving and co-operation with others.

What knowledge will they learn?

Children will learn to master skills in cooking and creating some basic dishes and will build an awareness about food hygiene. They will learn knowledge and skills to design and make textile -based outcomes They will learn to master skills necessary to design and make mechanisms for movement, electrical control and structures.

What skills and concepts will they develop?

Throughout KS1 and KS2, four Thematic Concepts © are present:

Take inspiration from design throughout history

This concept involves appreciating the design process that has influenced the products we use in everyday life

Master practical skills

This concept involves developing the skills needed to make high quality products. This highlights a range of skills.

Design, make, evaluate and improve

This concept involves developing the process of design thinking and seeing design as a process.

What opportunities are there to develop Learning Powers in this subject?

Curiosity e.g having questions about designs and being curious about how they work
Concentration e.g when practising skills that need refining
Resilience e.g to continue to keep trying to solve a problem
Co-operation e.g able to discuss ideas with others
Self-improvement e.g having opportunity to revisit a Thematic Concept and improve on this.