



Curriculum Statement – Design and Technology

Our Design and Technology Curriculum

Intent

At Strawberry Fields Primary School, children receive a Design and Technology curriculum which allows them to exercise their creativity through designing, making and evaluating. The children are taught to combine their designing and making skills and knowledge to achieve high quality outcomes and a good depth of understanding. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product. This is a key skill which they need throughout their life. Design and Technology allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children will also learn basic cooking skills, with one cookery unit per year.

It is our intention that by the end of Year Six, our children will leave us with a wide range of disciplinary skills and good understanding of the design, making and evaluating cycle. We also expect that our Design and Technology curriculum will allow our children to develop as problem solvers and group workers.

Implementation

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Design and Technology is taught in three blocks of two weeks - one each term. The units of teaching are derived from the 'Kapow' scheme of work. One block each year will be a cookery unit. In addition, key transferable skills - such as cutting and measuring - are revisited at other times throughout the year.

All teaching of Design and Technology will follow the design, make and evaluate cycle. Each stage is rooted in technical knowledge. The design process should be connected to real life examples, with relevant contexts to give meaning to learning. While making, children should be given choices and a range of tools to choose freely from. To evaluate, children will be given the opportunity to evaluate their own products against a set of design criteria. Each of these steps should be closely linked to their technical knowledge and vocabulary.

The key strands taught across our two-year rolling programme are:

- sewing and textiles
- cooking and nutrition
- electrical and mechanical components
- Using materials

Impact

By the time children leave our school they will have gained:

- An excellent attitude to learning and independent working.
- The ability to use time efficiently and plan projects.
- The ability to work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- A thorough knowledge of which tools, equipment and materials to use to make their products, and how their skills with these tools can be transferred to other projects.
- The ability to apply mathematical knowledge and skills accurately.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject.
- A belief in themselves as a 'can do' person.

Our impact will be measured by assessment of children's outcomes at the end of each of each unit and by formative assessment throughout. Pupil voice conversations and staff feedback will also be used to ensure our curriculum is having the intended effect, and adaptations will be made as required to ensure our children leave us having reached the high standards to which we aspire for them.



