

The Little School with the Big Heart

‘With God All Things are Possible’ Matthew 19:26

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| Design and Technology |
| Intent | Implementation | Impact |
| At St Thomas Primary School we intend to build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.We intend to design a design technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later lifePlanning: Design and Technology is planned using Early Years Foundation Stage Development Matters, Chris Quigley Key Skills and Design and Technology progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, skills of making, ideas and evaluation. Curriculum: • They experiment with ways of changing media. • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • To design purposeful, functional, appealing products for themselves. • To generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and where appropriate to include technology | **The teaching and implementation of the Design and Technology curriculum at St. Thomas’ C.E. Primary School is based on the Early Learning Goals and National Curriculum; it is supported by expectations from Chris Quigley Milestones, ensuring a well-structured approach.** **We organise our pupils’ learning around the following structure:** **Take inspiration from design throughout history: This concept involves appreciating the design process that has influenced the products we use in everyday life.****Design (see below)****Master practical skills: This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).****(Design), make, evaluate and improve: This concept involves developing the process of design thinking and seeing design as a process.** **These key concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.** **In Design and Technology children design products with a purpose in mind and an intended user of the products. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.****At ST Thomas’, we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum through well planned and resourced projects and experiences. We have determined that Design Technology will taught in three units across the school year. During Design and Technology units, our children draw upon subject knowledge and skills within Mathematics, Science, History, Computing and Art. Through the evaluation of past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world.**  | Outcomes: Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the ‘knowing more and remembering more’ principle **Assessment of children’s learning in Design and Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children.  At the end of each unit of work, each teacher completes unit evaluations, assessing attainment against the Chris Quigley Essentials milestones to make informed judgements about the depth of their learning and the progress children have made over time.** |