Subject Area - Design Technology

Believe-Achieve-Belong

Intent	"*Design is not just what it looks like and feels like. Design is how it works. "* *Steve Jobs, co-founder of Apple Inc* **The curriculum at St Michael and All Angels Catholic Primary School promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to Believe, Achieve and Belong.** **At St Michael and All Angels Catholic Primary School we are designers!** **Our intent is for the Design and technology curriculum to enable the children to develop skills, knowledge and understanding of designing and making functional products. We nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work. Allowing children to become creative and critical problem solvers who area able to use their imaginations whilst learning to take risks. It is primarily about the process. The children are empowered and develop their skills during the processes. The purpose of Design Technology is to question, explore and develop STEM skills (Science, Technology, Engineering and Mathematics).**
Implementation	**The Design and technology curriculum at St Michael and All Angels is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team.** **In the Early Years it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment – this is the first step of becoming a designer.** **In KS1 and KS2, teachers maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of Design technology are being taught across all year groups.**

	The main skills are taught within each year group through a project each term allowing the children to experience and develop these crucial skills. These projects have been designed to include the main elements of designing, making and evaluating whilst developing the children's technical knowledge. These have been developed to ensure progression and repetition in terms of embedding key knowledge and skills. **The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.** **The children take inspiration from designers throughout history to help generate ideas. They explore and practice the practical skills and techniques involved in the topic.** **Accessibility and Equal Opportunities** **Please refer to the school's Equal Opportunities Policy, Accessibility Policy and Special Educational Needs Policy for further information.** **All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:** **• Differentiating lessons (through use of resources, tasks, level of support, outcome);** **• Using a range of teaching styles to match the range of learning styles represented in a typical class;** **• Ensuring the classroom environment is safe and secure and accessible for all.**
Impact	**We use both formative and summative assessment information in Design and technology lessons. Our curriculum has key objectives and we have set out our expectations around these.** **We assess pupils' depth of understanding frequently and use this to forecast as to whether pupils are on track to meet our curriculum expectations. This process provides an accurate and comprehensive understanding of the quality of education in Design Technology.** **Monitoring** **The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year:** **• Learning Walks;**

- **Co-coaching;**
- **Pupil Voice;**
- **Book scrutiny including learning logs;**
- **Planning scrutiny;**
- **Lesson drop ins**

Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity are feedback to the SLT and staff through the relevant meetings.
Progress should be clear over the course of each topic.

At St Michael and All Angels Catholic Primary School our children are product designers and technically creative and they can Believe-Achieve-Belong in the local and global world now and in the future.

We ensure the children:
- **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 and critique, evaluate and test their ideas and products and the work of others.**
- **Understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child.**
- **Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.**
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At St Michael and All Angels Catholic Primary School, our children are product designers and technically able to Believe-Achieve-Belong in the local and global world now and in the future as they move to KS 3 and through their life journey.