St Margaret's Vision For Design Technology

Our Intent

Design Technology is a very important part of the curriculum in Key Stage 1 and 2 at St Margaret's CE Primary school. We aim to help our children to develop successful planning, making and evaluation skills through an exciting and engaging curriculum, which is designed to fit in with the current world, children's interests and extend their understanding of Design technology's impact on daily life and the wider world.

All topics are clearly linked to the National Curriculum programmes of study and are planned around the skills that we would like the children to learn – for example – cutting skills, sewing skills, food preparation and hygiene, etc. Our Design technology curriculum has been carefully structured to ensure that learning experiences are linked across the years, with children's previous knowledge being revisited and built upon as they progress through the school. Children learn about different designers and the impact that they have had on our ever-changing world. We encourage our children to create their own designs and develop resilience and autonomy.

How we implement Design Technology

Design Technology is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have developed some skills and knowledge relating to textiles, structures and mechanisms, architecture, electrical systems and food technology.

Cross curricular outcomes are specifically planned for, with strong links between the Design technology curriculum and literacy, science and art lessons enabling further contextual learning. We provide opportunities for home learning challenges – encouraging children to find out about designers and come up with their own creations, and then showcasing their work within school. We value the importance of the food technology curriculum and encouraging children to eat a healthy, balanced diet and have implemented a whole school food technology week – where each class learns how to make a healthy snack from scratch, following a recipe. The children then have a session where they can show the rest of the school what they have made and talk to their peers about what they have achieved.

Planning is informed by and aligned with the national curriculum. In addition, staff have access to Plan Bee Design technology topic resources, however, teachers lesson design is not limited by this and we encourage staff to 'think outside the box' and use the outdoor area and computing resources where possible. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

"We learned how to cut the fruit up and push it onto the sticks. Our food didn't need to go in the oven."

- Libbie, Reception class

Events and Learning Opportunities

Educational Visits linked to year group learning units.

Home learning challenges and Projects

Invite people/parents to talk about their careers which may have links to Design Technology .

"We did a plan on a sheet, making a recipe and drawing a picture about what we were going to do. We talked after about whether we liked our frog princes."

- Dhiren, Y1

Impact

We measure the impact of our Design Technology curriculum in a variety of ways including formative and summative assessments which inform our class teaching and also leaders identify at the end of the year any particular units which are strengths or weaker areas across school or a year group. As part of this we also look at gender to identify any trends which may have an impact on the types of future learning activities planned. The Design Technology leader provides a written summary of impact at the end of each term and the end of the academic year.

Design Technology is part of our school monitoring plan and therefore book looks and pupil discussions take place which is led by the DT Leader.

Emphasis is placed on planning, designing and evaluating skills which helps pupils gain a coherent knowledge and understanding of the design and make process and think about how to make improvements. Through this study pupils learn to ask perceptive questions, think critically and creatively, and develop perspective and judgement.

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