

# The Curriculum Intent and Implementation for Design and Technology

## 'Small Village, Big Horizons'

**On the Road to Emmaus – Luke 24: 13 – 35**

**Two travellers are transformed and enriched by sharing their journey with a guide.**

Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of everyone in our school. The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

### **Intent**

In our school the teaching of Design and Technology demands that pupils are confident and resilient in order to achieve success. Pupils are encouraged to become independent, creative problem-solvers and thinkers as individuals and as part of a team. Our curriculum is planned so that pupils follow a process where evaluation and communication are key. Design and Technology projects allow pupils to apply skills from across the curriculum; mathematics, science, computing and art – to design, make and evaluate products that solve real and relevant problems.

The ambitions for our curriculum:

- **High aspirations permeate across the school.**
- **The school offers a host of cultural experiences and enrichment opportunities.**
- **Our pupils develop a love of life-long reading.**
- **British Values are an intrinsic part of the school.**

The study of Design and Technology plays a key role in these ambitions. At the Emmaus Federation, we work hard to ensure Design and Technology delivers the national curriculum in full and has depth and breadth. Leading on from our curriculum motto: 'Small Village, Big Horizons', we want Design and Technology to become beneficial and significant in shaping the children's lives. We believe that our children should have big ambitions and we want the Design and Technology curriculum to support this.

In a world where engineering, technology and design are critical; we want to ensure the children know about the things that are possible in their future and that they can be part of it. Engineering is about making the world a better place, this is an extremely important message that we want our children to understand. As teachers, it is our job to inspire the future and at the Emmaus Federation, we do this through having an engaging and inspiring Design and Technology curriculum.

Our Design and Technology teaching uses a problem solving and communication process to support learning and developing new skill. We want to create critical thinkers and shape learning which allows pupils to learn for themselves.

<b>Small Village, Big Horizons</b> Examples of curriculum intent	
<b>High aspirations</b>	<ul style="list-style-type: none"> <li>• High standards of expectations which are the same as core subjects.</li> <li>• Knowledge organisers ensure children are clear about their learning and challenge permeates throughout all Design and Technology teaching.</li> <li>• Questioning throughout the lesson that extend knowledge and tests for reliability.</li> <li>• Encourage children to design and make a product which would benefit the world in some way.</li> <li>• The children need to understand the process of investigating and evaluating pre-existing products as well as creating their own.</li> <li>• Children should work from an achievable design brief which will be linked to other curriculum subjects. Children will also develop the skills to evaluate and improve their own products.</li> </ul>
<b>Cultural experiences and Enrichment</b>	<ul style="list-style-type: none"> <li>• Whole school STEM week involving local business and parents.</li> <li>• Wow days linked the Design and Technology.</li> <li>• Links to local places of interest e.g. Tattershall Castle, bridges over the river Witham.</li> <li>• National STEM competitions.</li> <li>• STEM activities for girls at Boston High School</li> </ul>
<b>Life-long love of reading</b>	<ul style="list-style-type: none"> <li>• In the Foundation Stage they use Nursery Rhyme Week to inspire Design and Technology work about making clocks.</li> <li>• Design and Technology is purposeful and linked to topics and the books they are looking at e.g. The Great Fire of London in KS1.</li> <li>• We use books alongside technology, such as the internet, to investigate and find out about the world around us.</li> <li>• Key texts on certain design movements such as the Bauhaus Movement or Modernism</li> <li>• Guided reading books that cover Design and Technology, such as the Ways into Technology series: Building Houses or Inventions</li> </ul>
<b>British Values</b> <ul style="list-style-type: none"> <li>• <b>Democracy</b></li> <li>• <b>Rule of Law</b></li> <li>• <b>Individual Liberty</b></li> <li>• <b>Tolerance &amp; Respect</b></li> </ul>	<ul style="list-style-type: none"> <li>• Children need to know how to work in a team and to respect other.</li> <li>• Children need to understand that their ideas are valued and important.</li> <li>• We provided our children with a full and varied Design and Technology curriculum, this includes using a range of tool and equipment. In order for children to use these they need to be able to follow the rules listen to the guidance and instructions they are given.</li> <li>• Topics which link closely with Design and Technology and British Values, such as Worlds Kitchen and Fair Trade.</li> </ul>

## Curriculum Knowledge

The Design and Technology curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression. This is set out in more detail in our termly plans. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson. There are specific curriculum areas of knowledge that build together to enable our children to become successful in all area of Design and Technology.

### In KS1 these are:

#### 1. Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### 2. Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### 3. Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### 4. Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

#### 5. Food and Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

### In KS2 these are:

#### 1. Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### 2. Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### 3. Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### 4. Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

#### 5. Food and Nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

### Application of knowledge

To enable our children to become successful in Design and Technology, we have identified the application of knowledge that will be needed. The application of knowledge for each area of Design and Technology studied is identified and this knowledge can then be applied across the whole of the curriculum so our children leave our school 'knowing more and being able to do more'. This is set out in more detail in our termly plans.

:

- **Investigation**
- **Expression**
- **Interpretation**
- **Application**
- **Analysis;**
- **Synthesis**
- **Evaluation**

**INVESTIGATION** – in Design and Technology this includes:

- asking relevant questions;
- using a variety of sources to find out about events, people, processes and changes.
- carrying out investigative work to develop a better knowledge of products around us.

**EXPRESSION** – in Design and Technology this includes:

- the ability express opinions (using product knowledge.)
- the ability to suggest how products work in the real world.

**INTERPRETATION** – in Design and Technology this includes:

- the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place.
- the ability to interpret the purpose of products and how they benefit the world.
- The ability to interpret a design brief.

**APPLICATION** – in Design and Technology this includes:

- applying new skills to making products.
- applying designing skills to suit a design brief.
- balancing need, purpose and aesthetic qualities.

**DISCERNMENT** – in Design and Technology this includes:

- explaining the importance of products.
- developing insight into design, designers, skills and needs.
- seeing clearly for themselves how products might improve the world we live in.

**ANALYSIS** – in Design and Technology this includes:

- distinguishing between opinion, belief and fact.
- using product research to draw conclusions or suggest hypotheses.

- distinguishing between the need of the product and the benefit of it.
- understanding the purpose of a design brief and how to best achieve it.

**SYNTHESIS** – in Design and Technology this includes:

- understanding the balance of product development in improving the world.
- connecting different aspects of life for people across the world to create product which will support and benefit.

**EVALUATION** – in Design and Technology this includes:

- the ability to evaluate a product.
- weighing up the respective evidence available and reach conclusions.

### **Processes for Effective Learning in Design and Technology**

#### **1. Identify questions.**

These covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

#### **2. Plan and carry out enquiries.**

This includes carrying out and developing enquiries by gathering, comparing, interpreting. and analysing a range of information, ideas and viewpoints.

#### **3. Present and explain findings.**

This involves expressing and explaining ideas and feelings, suggesting interpretations of findings and analysing the range of information.

#### **4. Empathise and reflect.**

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

#### **5. Evaluate.**

This involves evaluating their learning and considering how it might apply to their own lives.

### **The Daily Implementation of Design and Technology at the Emmaus Federation**

- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Design and Technology and to use these skills across the curriculum.
- Working Walls: Design and Technology Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Design and Technology.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension and develop understanding of the world around them.
- Books: Children will have access to a growing variety of subject specific fiction and non-fiction books, available in Design and Technology lessons, other lessons and in the class book area. Wherever possible, children will use a range of non-fictions books which include elements of design. This is especially important during food and nutrition lessons.
- Use of existing product artefacts: Where possible we use existing products for children to explore and investigate. We believe that handling real objects enhanced the children's knowledge, understanding and skills.
- Consistent teaching sequence: Design and Technology lessons will include a range of learning opportunities including putting the learning in the big picture, placing of the area being studied in the context of previous learning, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conducting product investigation, design skills followed by a

design and make assignment. Ensuring that children will be designing and making an achievable product.

- Learning environment: The learning environment is designed to ensure children develop their Design and Technology knowledge and continue to know more and remember more. Working walls are key drivers to this, with teachers referring to them during lessons.
- Research: Children will be asked to research products and processes in relation to aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning.
- Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in Design and Technology so children can apply and embed the skills they have learnt in a purposeful context. The expectation is that standards in writing in Design and Technology are comparable with standards in English lessons.
- Cultural Capital - We plan visits, visitors and in-school WOW days to provide first-hand experiences for the children to support and develop their learning.

## Impact

Learning ABOUT Design and Technology also enables learning FROM Design and Technology. It will:

- ❖ Develop increasingly critical and analytical thinkers.
- ❖ Increase their understanding of their place in the world.
- ❖ Develop and use skills of enquiry, analysis, interpretation and evaluation.
- ❖ Develop an interest in the wider world around them.
- ❖ Develop a sense of identity through learning about how they can impact on the wider world.
- ❖ Develop a love of reading through the use of design, engineering and food-based texts.
- ❖ Forge an understanding of British values of respect and tolerance of others and a sense of cultural capital which places their Design and Technology knowledge in context.
- ❖ Explain not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it.
- ❖ Ensure the children develop the key skills they need to evaluate and see products in a different light.
- ❖ Ensure that children know there are a range of different ways which products are designed and developed.
- ❖ Allow children to understand that without Design and Technology they world would not be as it is now. They will know that through Design and Technology they will be able to improve the world we live in. This is through a never-ending cycle of investigation – design – make and improve.
- ❖ Ensure children know they can make a difference to the world they live in.

