

Design Technology

In design and technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. Children draw and build on a wide range of subject knowledge such as mathematics, science, engineering, computing and art. They learn to experiment, take risks, innovate and become more resourceful, enterprising individuals.

High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. NC 2014

How do we ensure progression of knowledge and skills?

EYFS

In the Early Years, teaching is based on Development Matters in the Early Years Foundation Stage (Expressive Arts and Design).

Progression in skills and knowledge is found on the BVPS progression document based on Weaving Knowledge and Skills into the Curriculum from Focus Education . This ensures progression year groups and differentiation within classes.

How is the subject taught?

EYFS

In the Early Years, the Development Matters in the Early Years Foundation Stage document ensures progression in skills and knowledge and is taught through topics which are carefully chosen based on those we feel will be of particular interest and be meaningful to our children.

KS1 and KS2

Across Key Stage 1 and Key Stage 2 Design Technology is sometimes taught in a block of lessons, sometimes in weekly, discrete lessons. Where links can be made with other subjects, they are. Design briefs are carefully composed in order to promote enquiry and experimentation leading to a final creation.

Specific skills are also used to design decorations for sale at the School Christmas Fair, and create cards that are professionally printed which parents can then buy.

How is the content chosen?

Content follows the Early Years Framework and the National Curriculum. Within the National Curriculum there is scope for choices, which we have done based on what we feel would interest our children, what would complete a more rounded understanding of their own lives and, particularly in KS1, what will support learning later in Key Stage 2.

How do we know our children are making progress?

- Regular formative assessment in class through questioning and informal primary concept checks
- Milestones for expectations matched to skills and knowledge progressions used to inform the class teacher's judgement over time

What wider opportunities are provided for our children?

Opportunities for

- visits to places of significance
- visitors with particular knowledge