



Our Lady's Catholic Primary School

'Living and Learning in Faith'

Intent

Design and Technology (DT) should provide children with a real-life context for learning. As an inspiring and practical subject, we intend to prepare children to deal with an ever-changing technological world, encouraging them to become creative and resourceful problem solvers, working both independently and as members of a team. We teach them to be inspired by real world opportunities and relevant problems, identifying needs and developing a range of ideas and solutions in a variety of contexts.

Implementation

At Our Lady's, children receive a Design and Technology curriculum which allows them to exercise their creativity through designing and making. This ensures that children of varying abilities can design and make their own unique product. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product.

Skills are taught progressively as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product. This is a key skill which they will need throughout their life as Design and Technology allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art.

Children's interests are captured through either discreet or cross-curricular projects, giving children motivation and meaning for their learning.

As a school we use the DT Association's 'Projects on a Page' as the basis for our long-term overview and each year group will complete their own detailed scheme of work in the second half of every term.

Progressive

Long term and medium planning will be guided by the 'Projects on a Page' programme of study.

'Projects on a Page' reflects the purpose of study in the National Curriculum.

The 3 main types of activities are:

- 1) Investigative and Evaluative Activities (IEAs), where the children learn from a range of existing products and find out about DESIGN AND TECHNOLOGY in the wider world.
- 2) Focused Tasks (FTs), where the children are taught specific technical knowledge, designing skills and making skills.

Old Chapel Street, Edgeley, Stockport SK3 9HX

Tel: 0161 480 5345 Fax: 0161 480 1086

Email: headteacher@ourladys.stockport.sch.uk

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3) Design, Make and Evaluate Assignment (DMEA), where children create functional products with users and purposes in mind.

Process Driven

The skills needed for Design and Technology begin in EYFS. Here the children are taught using a topic-based curriculum. This incorporates and builds on skills from 'Development Matters'. These skills, as outlined in 'Physical Development' and 'Expressive Arts and Design' are the foundation to build on as children progress through the school.

In Key Stage 1 and Key Stage 2, work in the Design and Technology shows a clear development of the design and make process. All children are encouraged to be creative and think carefully about who their user will be, how they can design their product to suit their chosen user and how they can make adaptations throughout the whole process to improve their unique product.

Before beginning their design process, each child uses the product, user and purpose (PUP) format to scaffold their work. They will also be encouraged to think about the functionality, innovation and authenticity of their product.

Progression

Projects on a Page builds on prior learning to develop Design and Technology skills, knowledge and understanding. For each project, a knowledge organiser is provided and this outlines the key learning and key vocabulary to be taught in each year group.

To further ensure progression throughout the school, staff have been provided with documentation stipulating the expectations of the 'Design Process', which is bespoke to Our Lady's. This states what is required to be completed and presented in the children's books at KS1, LKS2 and UKS2. This includes evaluation of the product made - a crucial part of the design and make process.

Impact

We measure the impact of our curriculum through the following methods:

- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Pupil's book looks
- Annual reporting of standards across the curriculum.
- Marking of work in books.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly.

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The impact of our Design and Technology curriculum can be seen not only in our children's Design and Technology books but also through the school environment.

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