

# RYHALL CE ACADEMY



## Design & Technology (DT) Curriculum Statement

### INTENT

At Ryhall CE Academy, we aim to prepare pupils to participate in tomorrow's rapidly changing technologies through providing a Design & Technology curriculum that:

- gives a wealth of opportunities to develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tool, materials and components across a range of disciplines to make quality products;
- provides pupils with the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production;
- encourages pupils to become creative problem solvers as individuals and members of a team;
- develops each pupil's ability to criticise constructively and evaluate their own products and those of others;
- develops creative skills that allows young people to explore their creative attributes whilst making sense of the world;
- instils confidence and resilience to make mistakes whilst understanding how we will learn from these;
- to reflect on and evaluate such techniques, its uses and effects;
- to prepare the children for living in a multi-cultural society by teaching consideration for other cultures in their design and making processes which will be both important and beneficial.

### IMPLEMENTATION

Design & Technology teaching at Ryhall CE Academy delivers the requirements of the National Curriculum however we also understand that DT is sometimes seen as a challenge to the non-specialist, and with this in mind, we provide teachers with the resources they need to fulfil the requirements of the National Curriculum by subscribing to the Design & Technology Association's 'Projects on a Page'; these are designed so that non-specialist teachers can provide high quality DT lessons. Teachers with specialisms are not constrained by the scheme and are encouraged to use their own skills, if they wish to do so, to cover the objectives within their year group, as well as supporting staff to develop design and make skills. In EYFS, DT is primarily encountered within the areas of Expressive Arts & Design and Physical Development where pupils learn how to explore and create with a range of materials, refining ideas; safely use a range of tools and techniques; whilst progressively developing fine motor skills.

Design & Technology lessons are broken down into half-termly units with length of sessions given to allow time to explore, investigate and make. All teaching of DT should follow the design, make and evaluate cycle. Each stage should be rooted in technical knowledge, including technical Tier 3 vocabulary. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria, as well as investigating existing products through 'Investigative and Evaluative Activities' (IEAs). DT should be taught to a high standard, where each of the stages should be given equal weight. The six principles of good practice in DT should be in place in all units to ensure pupils' learning is genuinely design and technological in nature: User, Purpose, Functionality, Design Decisions, Innovation and Authenticity. Evidence will be presented in a range of formats dependent upon the year group/key stage and may be stored in personal folders or electronically.

Cross-curricular links with Design & Technology will be made where these enhance and give context to products. Planning and teaching will draw on disciplines such as Mathematics, Science, Engineering,

Computing and Art. Through the evaluation of past and present designers/architects/engineers/chefs pupils will develop a critical understanding of its impact on daily life and the wider world.

## IMPACT

An assessment framework based on a progression of skills is designed and used to support moderation of standards across the year group and across the school. Teachers assessment of ongoing learning and defined end points is used to check pupils understanding to inform teaching, and to further embed knowledge and skills.

At Ryhall CE Academy, we believe that teaching pupils in practical and creative lessons how to design, make and evaluate products will help to prepare them well for their secondary phase learning and life after school. We believe that we are teaching life-long skills of how to craft and make products for themselves with considerations given to a sustainable future as well as developing vital skills in how to cook a balanced, healthy diet. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. We believe that if taught well, a high quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of our wider society.

## Our Golden Threads

Subject Name: Design Technology		Subject lead: Mrs Dawn Jesson		Date 2022-2023			
How do the following 'Golden Threads' work within this subject?							
CHRISTIAN VALUES		LANGUAGE RICH		KNOWLEDGE RICH			
							
<b>This subject supports our Christian Values by...</b>		<b>This subject supports children's language use and acquisition by...</b>		<b>This subject provides children with rich knowledge by...</b>		<b>This subject allows for active and engaged learners by...</b>	
Developing <b>Respect and Friendship</b> by teaching pupils how to discuss their ideas in art and evaluate the work of others to support personal development and progress.		Teaching pupils to use the correct terminology when describing tools, materials and processes.		Observing and testing methods and materials before making own designs; developing an understanding of 'how things work'.		Providing pupils with the chance to explore, adapt, innovate leading to 3D outcomes and evaluate their learning.	
Develop <b>Resilience</b> to make new choices when ideas do not translate in to made products.		Learning how to investigate and evaluate a range of products against criteria and constructively express personal opinion.		Having the opportunities to practise and develop in a wide range of skills, materials and processes.		Providing pupils with a range of live working opportunities, both individually and with others.	