Design and Technology

What Makes Our Curriculum Exceptional?

1. It is underpinned by aims, values & purpose ***Article 29 UN Convention of Rights of the Child:*** *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.* Our school principles are: *To provide an education which develops the whole child. *To provide a broad and balanced curriculum with a strong focus on enrichment opportunities. *To teach children to understand their own rights and to respect the rights of others.	2. It develops the whole person – knowledge, skills, understanding & attitudes. Design and Technology develops the whole person as the children have the opportunity to Design, Make and Evaluate a product that is meaningful and purposeful to them. The children develop their skills, technical knowledge and understanding in: *Structures *Mechanism *Textiles *Electrical Systems *Food and Nutrition.	3. It is broad and balanced. The Design and Technology curriculum is broad and balance throughout the school and all children have the opportunity to be creative and make a product that reflects their interest. Design and Technology allows for the children to Design, Make and Evaluate their own product and to develop their technical knowledge, understanding and skills when working with Structures, Mechanism, Textiles, Electrical Systems and Food and Nutrition. The teachers have a clear outline of the progression in skills taught across the school and they are able to resource their topics, allowing for the skills to be taught and developed. Wherever possible the curriculum is also enriched with hands on opportunities, visits and visitors to the school.
4. There is clear progression in subject knowledge and skills. Throughout the school there is a clear progression in knowledge, skills and vocabulary. This is shown in the 'Progression of Skills Document' and the 'Progression of vocabulary Document' from Reception to Y6. The Design and Technology 'Curriculum Journey Maps' show the children the skills that they have developed throughout the year, the skills that will be learning in the next year and the skills that they have learnt during the previous year. This has been created for all areas of Design and Technology and allows children to be not only reminded of the learning that has been carried out but the exciting learning opportunities to come.	5. It is filled with rich first-hand experiences. Wherever possible the Design and Technology curriculum is enriched with hands on opportunities, visits and visitors to the school. As a whole school we take part in a yearly school trip to 'The Chiltern Open Air Museum'. Throughout the day the children have many opportunities to Design, Make and Evaluate products linked to the individual class theme. We also have links to our local secondary school and the Y5 children have enjoyed using their 'Innovation and Design Workshop' when carrying out their Cams unit of work.	6. It is flexible and responsive to individual needs and interests. Design and Technology allows for the children to make a product that is of interest to them. The skills are taught and developed in each year group and the children have the opportunity to Design, Make and Evaluate their own individualised product. The children have the opportunities to work alone, with a partner or in a group. They are supported when by the Class Teacher, Teaching Assistant or Parent Helper.
7. It has an eye on the future and the needs of future citizens. All areas of Design and Technology will help our future citizens. Having an understanding and some technical knowledge on Structures, Mechanism, Textiles, Electrical Systems and Food and Nutrition will help all children in not only their future lives but in their lives now.	8. It encourages the use of environments and expertise beyond the classroom. Throughout the school year many classes have the opportunity to experience Design and Technology outside of their classroom environment. We work hard to ensure that the curriculum is enriched with hands on opportunities, visits and visitors to the school. Our whole school trip to 'The Chiltern Open Air Museum' allows the children to use a range of natural resources and to Design and	9. It makes meaningful links between areas of knowledge across the curriculum. There are many cross curriculum links for Design and Technology. This allows for the children to have a real understanding about a product that they will be Designing and Making. For example, the children in Year 4 make Ancient Egyptian Collars in textiles which links to their History topic. In Year 3 they make Vegetable Soup and Oatcakes in Food and Nutrition. This also links to their history topic of the Iron Age.

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	Make their products in and outdoor environment.	There are also many cross curricular links to History, Geography, Science, RE, Literacy, Maths and Computing.
10. It has a local, national and global dimension. The Design and Technology Curriculum does show a Local, National and Global Dimension. In Key stage 2 the children spend time researching and looking at design ideas which have been put together all around the world. Our whole school trip allows for many opportunities of 'hands on experiences'. Food and Nutrition allows for the children to make and taste different foods. In Early Years the children enjoy tasting different food linked to the different religious festivals such as: *Coconut Ice for Diwali *Sweet Treats for Hanukah *Pancakes for Shrove's Tuesday *Stir Fry Vegetables and Noodles for Chinese New Year.	11. It is supported by high quality Subject Leader CPD. As the Subject Leader I have great passion and enthusiasm for Design and Technology. I have worked hard to ensure that the curriculum is broad and balanced throughout the school, showing a clear progression in skills and vocabulary from Reception to Year 6. I have shared my passion for the subject with the class teachers and we have discussed the progression of skills for their year group. Together we have shared ideas of how these can be taught to ensure that the 'End of Key Stage Expectations' will be met. Wherever possible the curriculum is enriched with hands on opportunities, visits and visitors to the school. I have made sure that there are cross curricular links throughout Design and Technology and that there are links made to the 'UN Convention on the Rights of the Child' and that the curriculum is supported by high quality 'Continuing Professional Development'.	

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