DESIGN AND TECHNOLGY SUBJECT LEADER PLANNING STATEMENT

Intent, Implementation and Impact

At Rickmansworth Park School, we recognise the importance of Articles 29 and 31 and their relevance to the Design and Technology Curriculum we provide.

Article 29 states:
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for…their own and other cultures and the environment.

Article 30 states:
Every child has the right to relax and play and take part in a wide range of cultural and artistic activities.

"Design is intelligence made visible." – Alina Wheeler

Intent

At Rickmansworth Park JMI School we intend to build a Design Technology curriculum which is inspiring, rigorous, and practical. We want our children to use creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We intend for all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum. It is our aim to, wherever possible, create strong cross curricular links with other subjects, such as Mathematics, Science, Computing, and Art. We want Design and Technology to prepare our children, to give them the opportunities, responsibilities, and experiences they need to be successful in later life. We believe that high-quality DT lessons will inspire children to think independently, innovatively and develop creative, procedural and technical understanding. The children will have opportunities to research products, represent their ideas and designs, explore and investigate ideas, develop their ideas, make products and evaluate their work. They will be given time to reflect upon and evaluate past and present design technology, to encourage them to become innovators, risk-takers and to become independent learners as they progress through the school.

Implementation

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum. The curriculum is broad and balanced and all children design, make and evaluate products that reflect their own individual interests. Lessons begin with our '3 question' structure, used across the school in all subjects. These will generally focus on retrieval of knowledge or skills from previous lessons, a previous year group and focus on why this new knowledge or skill will be important for them going forward. The progression of skills, knowledge, understanding and technical vocabulary for DT have been mapped out across the school to ensure that there is clear progression from EYFS through to Year 6. The curriculum is enriched with hands on opportunities, visits and visitors to the school.

The Design and Technology curriculum is implemented through:

- A well thought out, whole school, yearly overview of the DT curriculum which allows for progression across year groups in all areas of DT (Structures, Mechanism, Textiles, Electrical Systems and Food and Nutrition).
- Well planned and resourced units of work, providing children with a hands-on and enriching experience.
- A range of skills being taught ensuring that children are aware of health and safety issues related to the tasks undertaken.
- Teachers being given ownership and flexibility to plan for Design and Technology; often teaching DT as a block of lessons to allow the time needed for the children to be critical, inventive and reflective on their work.
- Each unit of work addressing the principles of designing, making and evaluating and incorporating relevant technical knowledge and understanding in relevant contexts.
- Children being introduced to specific designers, chefs, nutritionists, etc. helping to engender an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future.

Early Years Foundation Stage

During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. The children have the opportunities to learn to:

- Use different media and materials to express their own ideas.
- Use what they have learnt about media and materials in original ways, thinking about form, function and purpose.
- Make plans and construct with a purpose in mind using a variety of resources.
- Develop skills to use simple tools and techniques appropriately, effectively and safely.
- Select appropriate resources for a product and adapt their work where necessary.
- Prepare and cook food adhering to good health and hygiene routines.

Impact

Children will have clear enjoyment and confidence in Design and Technology that they will then apply to other areas of the curriculum. Through carefully planned and implemented learning activities the children will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will gain a firm foundation of knowledge and skills to see them equipped to take on further learning. The children will ultimately know more, remember more and understand more about Design and Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.

Through Design and Technology the children will have had experience of:

- Following the design, make and evaluate process to meet a goal.
- Solving real life practical problems using innovation and creativity, both as an individual and part of a group.
- Choosing from and using a growing range of tools and materials.
- Using and understanding a richer technical vocabulary associated with Design and Technology.
- Preparing a range of healthy, varies and nutritious dishes.

The children's knowledge, understanding and skills are assessed through formal assessment, book scrutiny and marking of children's work, which is used alongside more informal child interviews and photographic evidence. Careful questioning and planning for child led discussions are some of the other methods used for measuring the impact of Design and Technology throughout the school. The curriculum is reviewed annually with each year

group teacher at a Subject Leader Surgery. During these meetings, the planning, learning journey maps and the progression of skills documents are reviewed and subject leaders matches the evidence in the children's curriculum books.