

# ***Curriculum Policy for Design & Technology***

DATE OF REVIEW: Autumn 2024

DATE OF NEXT REVIEW: Autumn 2026

TO BE REVIEWED BY: Teaching & Learning Committee



## **Introduction**

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

Design and Technology is a Foundation Subject in the National Curriculum.

This policy outlines the Intent, Implementation, and Impact of Design and Technology taught in our school. The Implementation of this policy is the responsibility of all teaching staff and Design and Technology is considered to be a key enhancer subject, spanning and enriching the entire curriculum. The school policy for Design and Technology reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

## **Intent**

The Design and Technology Curriculum is pivotal to our curriculum delivery and ensures that our pupils are immersed in a creative, practical and exciting learning environment where risk-taking and problem-solving are both integral features. Whilst drawing on knowledge from other subjects such as mathematics, science, computing and art, pupils are encouraged to express, explore and develop their identity with a focus on innovation, imagination and enterprise. Every child deserves the opportunity to express and explore their ideas and creativity through designing and making.

Through Design and Technology, pupils are exposed to an environment where they can uncover their own identity whilst becoming aware of the ongoing situations within daily life and the wider world. Pupils are able to design and make products which solve real and relevant problems within a variety of contexts, considering not only their own but others' needs, wants and values.

Pupils are exposed to a range of situations within D and T that helps them to develop a critical understanding of the wider world. By developing pupils' skills and knowledge through the core strands of the subject (Design, Make and Evaluate), they are able to comprehend what is achievable when life's opportunities are fuelled and shaped by their own imaginations. Pupils will not only be able to learn how to take risks within a safe

environment but high quality education within Design and Technology will allow them to develop the creative, technical and practical expertise needed to perform everyday tasks and participate successfully in this growing technological world.

## **Implementation**

Design and Technology is delivered, alongside other subjects, by teaching staff and embedded within topics to ensure that learning is purposeful and contextualised. Through careful planning and implementation, D and T is integrated within a topic in order to create an innovative and cross curricular learning experience for the pupils. Our enthusiastic Subject Lead supports the required planning and orchestration of D and T, assisted by excellent subject knowledge.

Our Design and Technology Progression document is taken from the National Curriculum and the Subject Leader has adapted it, where appropriate, to meet the needs of the pupils at Abbey. This spans the entire school from Year 1 to Year 6. In addition, an EYFS to Years 1 and 2 document creates a connection between both curriculum frameworks, in order to provide smooth and effective transition and progression.

The statements from the Progression document have been transferred to our Design and Technology Curriculum overview and Progression of knowledge, skills and understanding documents, which have enabled us to focus on the key knowledge and skills within each year group, in order to meet the bespoke needs of our school. Lesson planning in Design and Technology takes account of prior knowledge and skill development, whilst also building upon existing skills in readiness for the next stage in the learning journey. The Design and Technology Curriculum overview and Progression of knowledge, skills and understanding documents prioritises knowledge and skills within the D and T process.

As pupils move through each year group, the knowledge within each strand of Design and Technology is built upon, whilst skills are refined and improved.

The Subject Lead systematically directs year groups to key projects where pupils apply the knowledge and skills they work upon each year. As previously discussed, pupils are expected (within all projects) to work through the three main areas of Design and Technology: Design, Make and Evaluate.

In order to fully immerse pupils in the subject, the Subject Lead has prioritised and highlighted the prerequisite vocabulary needed in order to fully immerse pupils in the subject, before building on this vocabulary as they progress through the school.

Our dedication to inclusive practice means that, regardless of their ability, pupils are aided to access learning with the highest possible levels of independence, due to carefully designed tasks. Where necessary, pupils requiring extra help are sensitively supported, with minimal disruption to quality-first teaching. Our ambition is to narrow the gap between different groups of pupils and to ensure that their life-opportunities are equal, irrespective of background or ability.

## **Extended Curriculum Opportunities**

Key projects within D and T are held annually, within year groups, to provide opportunities for pupils to apply and consolidate the knowledge and skills they have worked upon each year. Where appropriate, educationally focused visits across the Key Stages will be planned, providing pupils with a range of experiences incorporating Design and Technology within the wider context of the year group topics.

## **Impact**

Our pupils understand the crucial importance of Design and Technology in the wider world and how it contributes to the creativity, culture, wealth and well-being of the nation. Through a range of contexts and opportunities to demonstrate their passion, enthusiasm and imagination, pupils exercise their creativity and pursue the beginnings of their ideas in a systematic quest to design and make remarkable, practical and well considered products. Pupils gain key knowledge and enhance their skills whilst drawing on learning from other subject areas. They feel confident and supported as they take risks and problem-solve in a safe environment, understanding that these are fundamental aspects of the designing and making process, both in school and the wider context of life. In addition, pupils critique, evaluate and test their ideas with consideration of how their creations might impact positively on daily life and the wider world. At Hatherleigh, our pupils complete their time with us as innovative, resourceful, enterprising and capable citizens of an increasingly technological world. They commence their secondary education with an understanding of the processes involved in designing, making and evaluating a project, accompanied by a command of rich vocabulary and crucial skills.