Design Technology Curriculum Statement

Intent-

    <u>Aim and Vision for the subject:</u>

- DT is a changing and evolving subject that links to the everyday physical world around us.
- The aim as a subject is to encourage children to learn, think and intervene creatively to solve problems both as individuals and as members of a team.
- DT should be an inspiring, aspirational, rigorous and overall practical subject.
- We should provide a challenge for all students that reflects the need of each individual to be inclusive and allows for maximum accessibility.

    <u>What should students get from this subject?</u>

Design technology as a subject seeks to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

This positions DT to engage the full curriculum allowing for discussion, embedding and utilisation of; maths, science, computing and art, as well as allowing for research into history looking at historical methods and changes, geography to consider needs and adaptations to different environments and PSHE to consider not only the ability to improve on the designs and world around them for others but also to consider the possible careers available within the design sector.

Implementation-

Design technology will be purposeful, creative and be open to a wide range of solutions. Design technology will use a four-part model to work toward a specific brief or a requirement to satisfy a human need or want for a "client".

The four-part model used as a basis for design technology is to be used fluidly with the ability to move back and forward through stages as knowledge is gained but with a clear goal and end point.

Investigating

Investigating can include activities such as:

- specifying plans and purposes from a need analysis and
- identifying tasks;
- establishing outcomes;
- researching, analysing and communicating information;
- searching for solutions;
- critical analysis of a product's structural characteristics.

Designing
Designing can include activities such as:
- devising flexible, imaginative, innovative and enterprising outcomes;
- preparing sketches, concept drawings and working drawings;
- testing, modifying and validating ideas;
- selecting appropriate solutions.

Producing
Producing can include activities such as:
- making articles to chosen standards and specifications;
- developing skills and applying them to new situations;
- controlling quality, reliability, safety and cost;
- devising and using procedures, processes or sequences;
- working alone or collaboratively;
- using resources, equipment or materials.

Evaluating
Evaluating can include activities such as:
- evaluating how well the requirements of the design brief have been met;
- redeveloping or improving plans, ideas or procedures;
- preparing reports on outcomes;
- considering personal achievement and learning against criteria;
- involving other people in the evaluation process;
- communicating with people about outcomes and expectations;
- critiquing outcomes of prototypes against similar retail products;
- taking action based on what has been learned.

Teaching practices must aim for effective learning. Students are more likely to be consistently engaged in effective learning when teachers use interactive and practical activities such as discussion, investigation and reflection, problem solving and peer work. These key areas should be the basis for each lesson adapted to pupil need in the classroom utilising all resources at the teacher's disposal to allow each individual to take part.

Impact-

Assessments
In design technology skills and knowledge such as independent inquiry, oral language and many practical skills are assessed. These are best assessed formatively during lessons through;
- written work
- classroom discussion
- group evaluation and critique of final projects

- self-review of work
- photographs and video evidence of completed tasks and discussion

<u>Assessing the curriculum</u>

The rigour and effectiveness of the curriculum will be examined in the following ways:

- scrutiny of pupil progress based on evidence
- lesson observation
- pupil and staff voice
- application to school's careers pathway
- Evidence for Learning will be an excellent resource to support the assessment of learning in this subject.