

Curriculum Statement Design and Technology

Hooked on Thinking

Working With and For Local Families



Intent

Recent research to inform practice:

'Primary' - Design and Technology Association, '6 ways to get D&T right at primary' - TES News, 'Ofsted's subject professional development materials: Design and technology'

"Design is a funny word. Some people think design means how it looks. But of course, if you look deeper, it's really how it works." - Steve Jobs

Design and Technology is an inspiring subject that prepares children to deal with the rapidly changing world. It promotes children's curiosity, creativity and imagination and encourages them to think critically and develop problem solving skills, both as individuals and as part of a team. Our Design and Technology curriculum at Hindhayes Infant School provides children with opportunities to research, explore and investigate, communicate and represent their ideas and evaluate their work. As a school we aim to, where possible, link our Design and Technology work with other curriculum subjects, including Forest School.

Implementation

Design and Technology is a foundation subject in the National Curriculum. We use the National Curriculum for England (2014) as a basis for implementing the statutory requirements in Year One and Year Two and we used the Early Years Foundation Stage Curriculum as a basis for implementing the statutory requirements in Reception.

Design and Technology should follow a teaching cycle of design, make and evaluate and there should be equal teaching weight and recorded evidence for each stage of the cycle. At Hindhayes Infant School we believe the design process should be rooted in real life experiences because it gives children meaning and therefore, we use educational visits (e.g. Bishop's Palace) and visitors (e.g. Clarks) to support learning. In KS1 the children will engage in three Design and Technology units each year. Each unit will be taught across one or two days to ensure children's learning is focused and so that they can see a clear start to finish. Key skills for Design and Technology have been mapped across the school to ensure progression between year groups.

From Summer 2021, each class will have the use of an 'Inventors Log' to record their Design and Technology learning. The 'Inventors Log' will be a working document in the classroom to demonstrate learning, evidencing all three stages of the teaching cycle, key vocabulary and core skills used. Due to the practical nature of Design and Technology children and adults will be encouraged to record their class ideas in a variety of ways including, photographs, pupil voice, drawings, writing and adult notes.

At the end of every Design and Technology topic teachers will have the opportunity to choose one child from their class to win an 'Inventors Award'.

These awards will be based on the following:

- Being creative and imaginative
- Using problem solving skills
- Working well independently and as part of a team
- Demonstrating core skills and using key vocabulary

Developing Cultural Capital in the EYFS

At Hindhayes Infant School we have an EYFS Play Worker who uses the outdoor learning environment to support children's curiosity and creativity. This includes using the scrap shed to create large constructions and opportunities to create junk models. All EYFS children have Forest School every other week which provides hands-on activities (for example, safely using a saw) and opportunities to participate in small group discussions. In EYFS children have daily access to OPAL play opportunities which encourages them to use their imagination, create models and helps to develop their language skills.

Impact

At Hindhayes Infant School we want children to feel inspired, learn how to take risks and become resourceful members of the school community. We hope our children are motivated to want to become our future designers, architects, engineers and manufacturers. Our Design and Technology curriculum is planned to demonstrate progression year on year. This will be evident through children achieving key skills at the end of each year and then being able to build on and strengthen key skills the following year. In addition, we can monitor the progression through subject monitoring, gathering pupil voice and 'Inventor Log' trawls.