

Design & Technology Subject Report 2019 – 2020

Culture: *Design & Technology* at the heart of our curriculum

At Holy Family we provide an immersive curriculum for all children, with learning opportunities to engage in Design and Technology. We hope to promote an understanding of the Design Technology process in the development of today's rapidly changing, technology rich, world. Children will create, design, make, evaluate and build upon a strong technical knowledge across both Key Stages. They will be taught to design innovatively, make practically using a wide range of tools, materials and components, and evaluate their products against their own criteria whilst understanding how key events and individuals have shaped our ever changing society. On top of working with construction materials and textiles, they will gain experience of using ingredients to cook with, and apply the principles of nutrition and healthy eating. We hope that through this all we instil a love of designing, creating, and cooking for all children at our school.

Curriculum: Intent, implementation, Impact

Intent:

Throughout their time and Holy Family pupils will be exposed to a broad range of structured activities which develop breadth and progression. They should be able to think critically about design, including their own. Through exploring their work and the work of others, they should develop an understanding of how design both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation. As they progress through each year group, they will develop their techniques and have the opportunity to apply these creatively with no ceiling on what they can achieve. Fundamental skills such as cutting, shaping, joining, finishing, using a wide range of materials, textiles and ingredients are built upon with each new topic so that pupils feel confident to apply these independently at secondary school and beyond. In design lessons, pupils are taught how to design, using research, sketches, and ICT as aides, make using tools and materials, evaluate their product and building upon their technical knowledge. In KS2 children design products for themselves and the use of others. Furthermore, as part of their work with food, pupils explore how to cook and apply the principles of nutrition and healthy eating. Pupils utilise the facilities we have in the Café to plan, prepare and execute different nutritional dishes. In KS1 the children focus of planning food without heat, in KS2 heat is introduced.

Implementation

In all year groups, the class teacher plans Design and Technology lessons based on the topics they are teaching. Teachers lead discussions and model skills to pupils. Health and safety will also be discussed in lessons where specialist equipment is used such as saws, needles, knives and heat. Pupils are guided by teachers but have some freedom to be creative with the materials used in the topic and have opportunities to discuss and critique each other's work in order to develop it further. A self- assessment sheet encourages pupils to reflect on skills they have learnt and how they can apply these in future.

Impact:

There is some evidence of design projects in topic books. There should be evidence of the design process, photographic evidence of the final product, and an evaluation by both themselves and the teacher which explores what they like about their work and what could be done in the future to make their product stronger. Knowledge of famous designers does appear limited and future planning should contain more opportunities to research and learn skills from designers. Pupil voice and opinions of the subject are not expressed very clearly, this year I hope to raise the profile of DT around the school.

How does DT help to further develop SMSC in and around the school?

Children are taught about design around the world which opens their eyes to how this varies – they learn about cultures and how this differs to their own. There are many cross curricular links. The children learn through a fantastic range of topics throughout the school and the planning is detailed allowing children to explore a wide range of techniques. They get the chance for group work to promote social skills.

How are Fundamental British Values promoted within DT?

British values are delivered through activities that the children enjoy and they are given the opportunity to learn about the world around them and how design changes throughout different cultures. Children reflect and comment on designers reasons behind their work allowing them to see how key messages and thoughts are often shown through art. British DT is promoted. Pupils are able to work as a team to build resilience and gain social skills and the ability to share and discuss ideas. They are also given the time to peer assess, encouraging self-confidence in many children.

Cross-Curricular links:

- **Science- nutrition, electrical circuits, properties of materials.**
- **Maths – measurement, angles, number, shape & space**

Other key skills developed through DT:

6 key skills:

1. Evaluate and analyse creative works using the language of design.
2. Be able to communicate their thoughts about existing creative works and explain ideas for their own.
3. Plan the order of their work, choosing appropriate materials, tools and techniques.
4. Be proficient in in design techniques and independently apply these.
5. Think critically about their own and others' work.
6. Be able to self-reflect in order to justify their choices and improve when possible.

What does a good learner of DT look like when they leave Holy Family?

Have a good understanding of how design both reflects and shapes our history, and contribute to the culture, creativity and wealth of our nation. Have a positive attitude towards design and are curious to learn more. Are able to plan their work and possess control over different design techniques. Think critically about their own and others' work, justifying their choices and reflecting on how to improve.

Key targets for 2019 – 2020

- Encourage more displays of children's work and raise the profile with parents. Have a 'gallery' at the end of each term to display work.
- Increase opportunities for cooking sessions, potentially with families involved.
- Purchase safe equipment for the kitchen so that children can work alone.