







# Curriculum Statement - Design Technology



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|---|---------------------------------|---|---|---|
|    | <p><b>U - Understanding</b></p> | <p>A solid <b>understanding</b> of prior learning<br/>All St Andrew's children are encouraged to design, create their own unique mediums. Design Technology is planned to ensure prior learning, knowledge, skills and vocabulary are revisited and developed in each lesson. Our teachers track and use children's prior learning, ensuring progression of knowledge and skills through the KSV documentation and through summative assessment opportunities in all lessons. Retrieval tasks, knowledge organisers and working walls are used in every lesson to revisit and embed key vocabulary, knowledge and skills.</p> | <p>Learning in a <b>nurturing</b> way<br/>Every child will leave with a strong core of D&amp;T knowledge, learnt and secured through a range of different experiences and see themselves as designers. Each unit will be explored in an investigative approach, and the knowledge is developed appropriately as they move through the school. We recognise that we have children of differing designing ability in all our classes and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We promote a learning environment where the children feel confident to try out new techniques.</p> | <p>Every child recognised as a unique <b>individual</b><br/>We teach D&amp;T in a way that suits all individual needs and forms part of the school curriculum policy to provide a broad and balanced education. We enable all pupils to make progress and set suitable learning challenges, responding to each child's different needs. We incorporate high order questions, to extend the most able and allow for all to succeed in an individual way. Research suggests D&amp;T is one of primary-aged children's favourite subjects. Planning maximises their enjoyment by providing scope for teachers to meet children's needs and interests through creative and motivating projects.</p>               |
|    | <p><b>N - Nurturing</b></p>     | <p><b>Good quality</b> outcomes<br/>When planning and teaching D&amp;T, we adopt the 'Project on a Page' scheme of work which aims: for all teachers will use their creativity and professional judgment to plan and teach successful D&amp;T projects each term; to help schools cover the National Curriculum requirements; to provide helpful sketches, diagrams, tips and techniques that will make teaching D&amp;T easier and more rewarding; to ensure that all the D&amp;T taught in your school enables children to design, make and evaluate functional products with users and purposes in mind.</p>               | <p><b>Unlimited</b> aspirations<br/>Every pupil is a St Andrew's designer and will leave with a strong core of Design Technology knowledge, learnt and secured through a range of different experiences. Each unit will be explored in an investigative approach, and the knowledge developed appropriately as they move through the school. Studying Design Technology stimulates curiosity, fosters creativity and equips children with transferable skills they need in life beyond school.</p>  | <p><b>Equality</b> embedded in all that we do<br/>We recognise the fact that we have children of differing ability in all our classes and so we provide suitable learning opportunities for ALL children by matching the challenge of the task to the ability of the child. We create an environment where children do not fear speaking out and giving their opinion. As their confidence grows, they look for patterns, use logical reasoning, suggest solutions and try out different approaches to problems. Projects on a Page maximises their enjoyment by providing scope for teachers to meet children's needs and interests through creative and motivating projects within a range of contexts.</p> |
|    | <p><b>I - Individual</b></p>    |   |   |   |
|    | <p><b>Q - Quality</b></p>       |   |   |   |
|   | <p><b>U - Unlimited</b></p>     |   |   |   |
|  | <p><b>E - Equality</b></p>      |   |   |   |

