DESIGN AND TECHNOLOGY

INTENT

At Perryfields Primary PRU, we intend to build a Design Technology curriculum which develops learning and results in the acquisition of **knowledge and skills**. Children will **know** more, **remember** more and **understand** more.

We intend to design a design technology curriculum with appropriate **subject knowledge, skills and understanding** as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a **balanced and broadly-based** curriculum which promotes the **spiritual, moral, cultural, mental and physical development** of pupils and prepares them for the **opportunities** and **responsibilities** and **experiences for later life**. At Perryfields, we believe our environment should **inspire** and **engage** both our pupils and visitors and use DT projects as a way of **enhancing, improving and complementing our environment**.

IMPLEMENTATION

A **clear and comprehensive** scheme of work, supported by Kapow in line with the National Curriculum is followed at Perryfields The Design Technology National Curriculum is planned for and covered in full within the KS1 and KS2 school curriculum. Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn **additional skills, knowledge and understanding** and **enhance** our curriculum as and when necessary and through utilizing the key **skills and knowledge** of staff within our team.

Delivery of design and technology projects with a **clear structure**. Each year group will undertake a construction topic, a textile topic and a food/drink topic.

Delivery showing clear following of the **design process** where each project fill follow: **research, design, make and evaluate.**

Horticulture/gardening is used to complement our Science teaching and further support of Learning outside the classroom. Pupils take **ownership and responsibility** for cultivating the relevant crops.

A **range of skills** will be taught ensuring that children are **aware of health and safety issues** related to the tasks undertaken

Clear and appropriate **cross curricular links** to underpin learning in multi areas across the curriculum giving the children **opportunities** to learn **life skills** and apply skills to **'hands on' situations** in a **purposeful context.**

Children will undertake **design tasks** and **use skills** from across the curriculum to fully **explore the design process evaluating** work ensuring that it is of the highest possible **quality**. Children are also asked to **self-evaluate** their work.

Design Technology focused displays throughout the school **celebrate** the outstanding three dimensional creations created. These displays celebrate **exceptional practice** and **exemplify terminology and** vocabulary used.

Independent learning: In design technology children may well be asked to **solve problems** and develop their **learning independently**. This allows the children to have **ownership** over their curriculum and **lead their own learning** in Design Technology.

Collaborative learning: In design and technology children may well be asked to work as part of a **team** learning to **support and help** one another towards a **challenging, yet rewarding goal**.

IMPACT

Children will have clear **enjoyment** and **confidence** in design and technology that they will then **apply to other areas** of the curriculum.

Children will ultimately **know** more, **remember** more and **understand** more about Design Technology, **demonstrating this knowledge** when using **tools or skills** in **other areas of the curriculum and** in **opportunities out** of school. The **children's progress is measured and tracked** using the **Educater assessment** tool. As designers children will develop **skills** and **attributes** they can use **beyond school and into adulthood**.