Redbrook Hayes Community Primary School

DESIGN AND TECHNOLOGY CURRICULUM STATEMENT

Introduction

At Redbrook Hayes, we believe that Design and Technology provides children with knowledge and skills which have direct applications to everyday life. Our Design and Technology curriculum is inspiring, creative and practical, providing children with opportunities to learn new skills and knowledge in a variety of contexts. Learners are encouraged to use their creativity and imagination to design, make and evaluate products that solve problems or fit a design brief. We believe that these products should have real life applications within a wide range of contexts therefore each unit has a clear focus. Learners will be taught a range of essential skills that they can use in their everyday lives. These skills are taught progressively to ensure that all children learn and practise each skill, whilst acquiring new ones, as they move through school. Throughout the Design and Technology curriculum, learners will apply their knowledge from other subjects to support the design process, particularly Maths, Science and Art. Learners will also learn to be critical thinkers through their reflection of the products that exist and of their own products as they develop them. Alongside this, learners will also develop other skills such as collaboration, risk-taking, logical thinking and innovation.

An Exceptional Learner of Design and Technology

An exceptional learner of Design and Technology can use their knowledge and skills to design, make and evaluate a product that has real world applications. Learners will understand what the design process looks like and understand the importance of evaluation and critical thinking in this process. They will also be able to share their design process with others and discuss the design choices they made, using technical vocabulary.

Planning, Delivery and Organisation

The planning for Design and Technology is based on the Project on a Page planning developed with the Design and Technology Association. Teachers use a range of documents to support their planning, these include the Projects on a Page, key concept grids and teaching support guidance. Teachers also use the progression framework to support their planning. There is no expectation that written planning is provided although regular monitoring will ensure high-quality planning and teaching across school. Each Design and Technology project is showcased within a Unit Booklet which demonstrates the knowledge and skills developed, and images and evaluation of the final piece.

Design and Technology is taught in EYFS, Key Stage 1 and Key Stage 2. The Early Years Design and Technology curriculum is taught through their play-based learning which includes construction and design. In Key Stage 1 and 2, Design and Technology is taught in unit blocks of 5-6 weeks which are alternated with Art and Design units to ensure a broad and balanced curriculum. Within each 5-6 week unit, teachers deliver an hour session weekly

Progression

All planning documents provided to teachers are based on the Design and Technology Association Progression Framework. Teachers use the provided planning documents to ensure they are teaching the expected knowledge and skills for their year group. This ensures that each year learning is built upon and developed. To ensure that good progress is being made across the school, lesson visits and moderation will take place throughout the year along with more informal check-ins with all members of staff.

Assessment, Recording and Reporting

It is expected that projects will be recorded in Unit Booklet in order to showcase the knowledge and skills developed

throughout the project. Their work should showcase the design process and the knowledge they have learnt throughout the topic. It is also expected that the completed product or a picture of the product is put inside the folder.

Supporting Equal Opportunities

At Redbrook Hayes we are committed to tackling discrimination through every area of the curriculum. Teachers take every opportunity possible to plan to enhance learners' spiritual, emotional, moral and cultural developments.

Every learner explores their journey in Art together regardless of their prior attainment, ensuring that all learners have equal opportunities to exceed.

This Art curriculum statement is supported by the schools Equality and Diversity policy, Safeguarding policy and SMSC provision map.