



MILLDENE PRIMARY SCHOOL

DESIGN AND TECHNOLOGY CURRICULUM



Intent

Through design and technology, our pupils will use creativity and imagination to develop unique solutions to problems and needs in an ever changing world.

The aim is for all pupils to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- Critique, evaluate and test their ideas and products and the work of others;
- Understand and apply the principles of nutrition and learn how to cook.

It is the intent of Milldene Primary School for Design Technology to be taught in all year groups through termly topics, which includes one topic relating to food. Design Technology projects are often made cross curricular – linking to other subjects taught. At Milldene our curriculum provides opportunities to raise the profile of Design Technology and promote our drivers through our STEM link engineers (Andrew Cook and Roger Pittock), by participating in the Primary Engineer Leaders award annual competition and delivering engineering projects in Year 2 and Year 5.

Implementation

At Milldene Primary School, Design Technology is taught through a variety of creative and practical activities or projects which are often made cross-curricular – linking to other subjects taught in topics and integrated with the Cornerstone curriculum. The curriculum focuses on the acquisition of knowledge, understanding and skills needed to engage in an iterative process of designing and making. In order to achieve this, Design Technology is mainly taught in blocks. Block teaching also encourages the children to take ownership of their work and there is also a more efficient use of time and resources. However, some skills (cutting, measuring etc) are taught discretely depending on the needs of the children. The curriculum directly links with the school's progression of key design and technological skills, which focuses on:

- Designing and communicating ideas;
- Making including planning and practical skills;
- Evaluating products;
- Technical knowledge;
- Cooking and nutrition.

The Early Year Foundation Stage follow the school history curriculum and objectives link closely with the 'Expressive Art and Design' Early Learning Goal statements.

Impact

Assessments are made through a combination of observation, discussion, presentations and projects. In KS1 and KS2, the design and technology skills progression statements are used for assessment. These are aligned to the school curriculum. Teachers update assessments at least bi-annually and record these on Target Tracker.

In EYFS, pupils' progress will continuously be monitored and the curriculum amended to support interests, needs and opportunities.

Monitoring

A monitoring action plan is created each year to ensure this policy and the curriculum are followed and taught. A range of monitoring strategies are used to ensure there is triangulation. Support will be offered to teachers where 'areas for development' are identified.

Renewal

This policy is revisited on a yearly basis and amendments are made where appropriate.