Askam Village School – Everybody Matters, Every Moment Counts

Curriculum statement for the teaching and learning of Design & Technology 2024-2025

Intent	Design & Technology is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, Design & Technology aims to teach our children to engage in an ever changing world where work and leisure activities are being innovated by technology. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. It is our intention to ensure the progressive development of knowledge and skills throughout school with pupils becoming resourceful, innovative and capable citizens through evaluation of past and present design and technology. We also aim to develop a critical understanding of the impact of an increasingly technological world using the language of design and technology. Pupils will follow the design, make and evaluate process while applying their knowledge of technical understanding to make the correct choices about materials and tools to use. As part of the design and technology curriculum, pupils will also work with food. Children will be taught how to cook and prepare food and to apply the principles of nutrition and healthy eating.			
Underpinned by	The teaching of skills	The application of skills	The teaching of knowledge	Vocabulary
	Askam pupils will be taught to design, make and evaluate products fit for purpose.	Askam pupils are given regular opportunities to apply the skills that they have been taught to support their learning in our other curriculum subjects.	In Design & Technology children develop their knowledge through a wide variety of activities. Pupils design and make products that solve real and relevant problems within a variety of contexts. Through evaluation of past and present Design and Technology, they develop a critical understanding of its impact on daily life and the wider world.	Askam pupils will understand and use appropriate topic vocabulary, including that associated with design, e.g. sketches, diagrams, prototypes. See separate vocabulary sheet – relating to key stages. List shows how vocabulary is built upon as a child moves through school.

Implementation	**Curriculum Approach** Askam has taken advantage of the Kapow scheme that supports the teaching and learning of Design & Technology . Topics have been chosed that match the needs and interests of our children. Children engage in 3 half term units across the year. Children are supported and stretched through the topics which through a spiral curriculum, gradually expanding and deepening their knowledge, skills and attributes. . Children working at greater depth are able to broaden their knowledge and skills within these units through open ended discussions and questioning. Skills established in D & T lessons are used throughout the curriculum to support and enhance their learning.	**External Stimuli** Pupils are taught using relevant links to the world around us and the technologies which the skills within the unit can be applied to. The children have visited local museums, food establishments and had visitors into school to share learning and have hands on experiences. We will be looking to involve more people from our local community in D & T in future.	**SMSC** Pupils are encouraged to think creatively and think innovatively which in turn breeds self-confidence and belief in their own abilities. During the planning and designing stage, we encourage pupils to think about their choice of materials and their sustainability and the impact on the environment. There is an emphasis on collaboration and taking responsibility for accepting each other's unique behaviour. We also encourage conversations about self and peer evaluation to improve students learning outcomes. D & T often originates from an idea or artefact and to develop a wider cultural awareness we explore our past heritage as well as investigate and use as our stimulus foods, textiles, pottery and sculptures from different cultures and periods of time.
	Sharing work Children each have an exercise book for written tasks. Teachers may also take photographs or record discussions / presentations. Design & Technology work is celebrated on display boards in classrooms and around school. Work is shared during parents' evenings and through assemblies.	**Questioning** Questions woven through the planning for the units of work allow children to think deeply and logically. Children working towards the learning expectation are supported through careful questioning and peer support. Children are also encouraged to ask their own thought provoking questions and challenge each other in a respectful manner.	**Wider Opportunities** Extra curricular D & T club provides opportunities to develop skills, knowledge and understanding.
	Local Context Our school has used the local museums where people can study artefacts linked to their topics. We used the area around us to inspire D & T projects and to develop our ideas.	**Assessment** Teachers use a combination of pupil voice and book study to assess the work undertaken in DT. Children enjoy sharing the work they have done with leaders. Assessment is ongoing by teachers and children highlighted and discussed that are not reaching expectations. Assessments from each year are shared with the next teacher.	**Resources** Children at Askam have access to a range of high quality resources to support learning in Design & Technology and in particular those supported/recommended by the Design & Technology Association. From September 2024 we have adopted Kapow Scheme of work for Design Technology to best meet the needs and aims of our curriculum.

Impact	By the end of Key Stage 2, children are expected to know, apply and understand the matters, skills and processes specified in the subject of PHSE programme of study.			
	PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	BREADTH AND DEPTH
	Talking to pupils throughout the year groups show pupils enjoy the units of work. They take pride in problem solving to ensure their product meets their pre-determined success criteria. When asked, pupils can explain how they made their product and how they solved any problems. Pupils can evaluate their product against their success criteria.	Pupils understand where their knowledge fits into the outside world and why it is important to learn about design technologies. Pupils are able to articulate themselves using acquired vocabulary from the design and technology unit modules.	Pupils are able to apply their skills to solve new problems and explain how and why they solved them. Pupils are confident at explaining their work to people and their work is at an expected or greater standard.	Pupils have developed their ideas beyond the expected example for the end of unit product. Pupils are confident in explaining their thoughts and feelings about their work and are reflective about their working progress.