



Menston Primary School Design Technology Curriculum Statement

Quality of Education in Design Technology

Design Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Menston Primary School, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness.

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in the process of designing and making. The children design and create products that consider function and purpose and which are relevant to a range of sectors (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).

Key skills and key knowledge for Design Technology have been mapped across the school to ensure progression between year groups. The context for the children's work in Design and Technology is also well considered and children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Design Technology lessons are also taught as half-termly blocks, so that children's learning is focused throughout each unit of work.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is introduced as part of each unit introduction using Knowledge Organisers. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work. Safety is explained and modelled at the start of and throughout each unit of work.

We access guidance and resources from a variety of sources including the Design and Technology Association and STEM Learning.

Through planning and teaching a cohesive curriculum for Design Technology, children will build their knowledge and understanding of the subject, applying relevant knowledge and skills 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 large majority of children will achieve age-related expectations for the National Curriculum in Design Technology.

As designers, children will develop knowledge, skills and attributes they can use beyond primary school and eventually into adulthood.