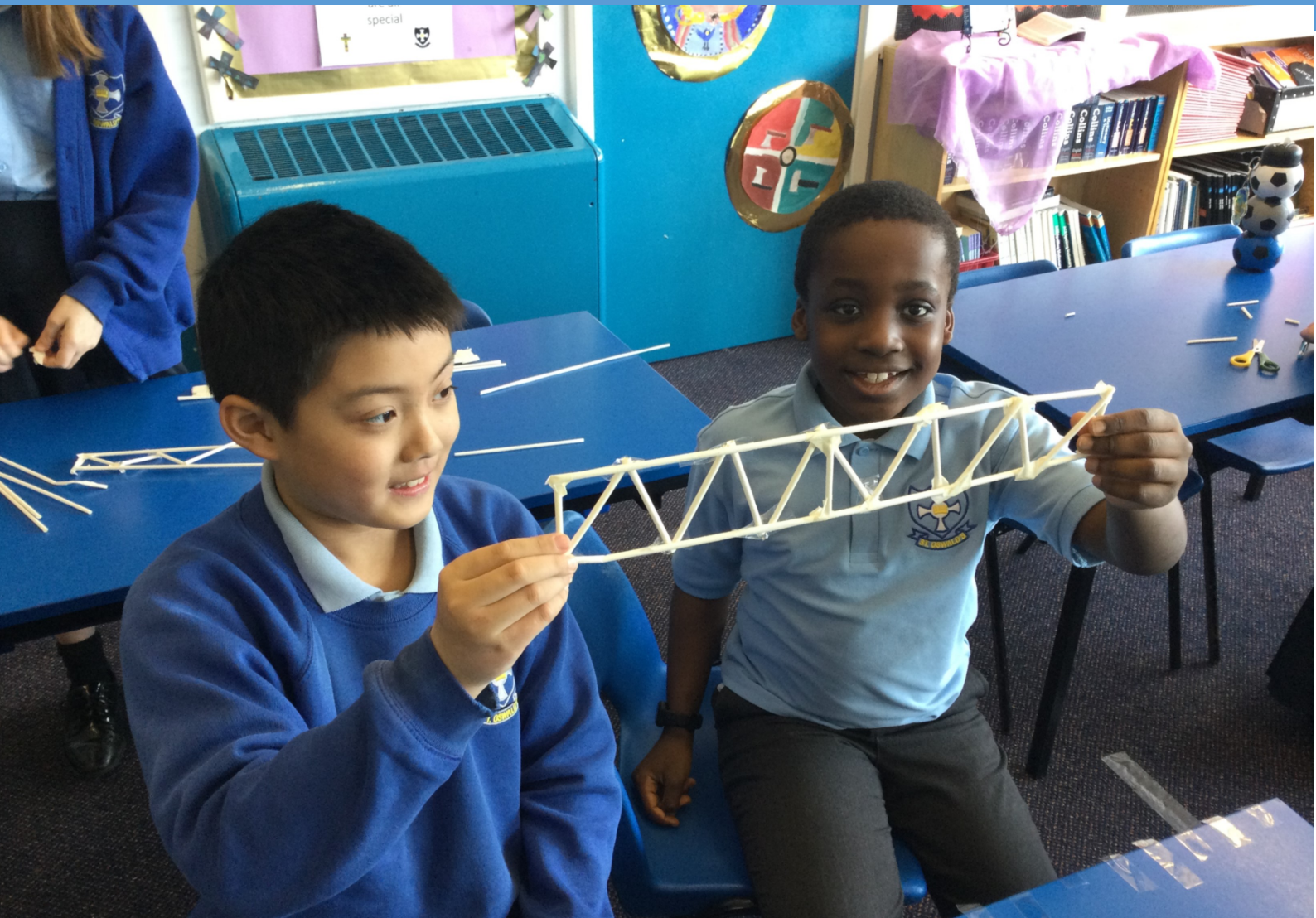


# *St Oswald's Catholic Primary School*

## **CURRICULUM OVERVIEW**



## **Design Technology**



*'Living, Learning and Loving Together with Christ'*

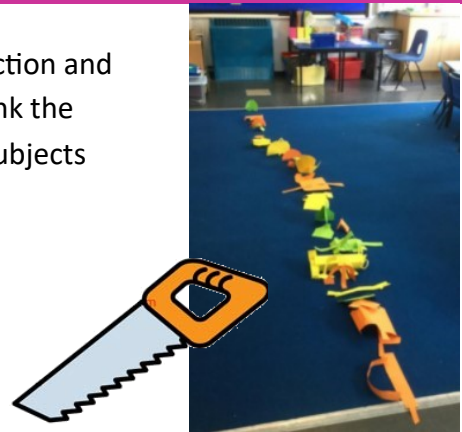
Subject Lead: Katie Morris

Deputy Lead: Kathryn Wynne

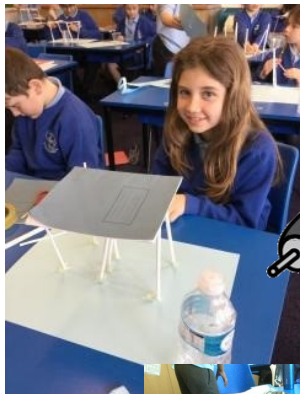


# Overview

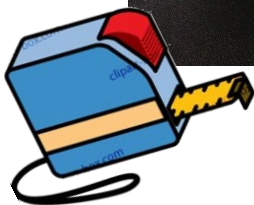
Children develop skills in the key areas of food, textiles, construction and modelling. These are taught throughout the year so as to best link the products made to the children's work across the curriculum in subjects such as History, Geography and Science. Children are taught to develop, plan and communicate their ideas. They are also required to evaluate their work and see how it can be improved.



# Intent



At St Oswald's, we aim to deliver an engaging, practical and problem solving based Design Technology curriculum and to offer children a chance to use creative thinking, where they follow a design, make and evaluate system. Technology of the modern world is rapidly changing and at St Oswald's, we aim to prepare the children for this. It allows children to see the real life applications for other subjects and to make links between their own work and that of scientists, engineers and designers.



*'The designer does not begin with some preconceived idea. Rather, the idea is the result of careful study and observation, and the design a product of that design.'*

-Paul Rand



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# Implementation

## Teaching of Design Technology in Early Years Foundation Stage

Children are taught to represent their own ideas, thoughts and feelings through Design Technology, Art, Music and Dance.

Children are able to recognise that a range of technology is used in places such as homes and schools and can use technology for particular purposes.

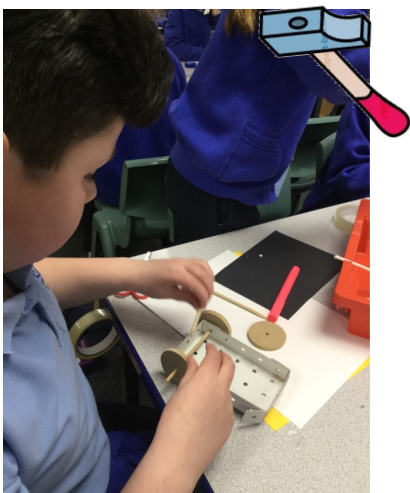
Children learn about similarities and differences in relation to places, objects, materials and living things and use ICT to interact with age-appropriate computer software.



## Teaching of Design Technology in Key Stage 1 & Key Stage 2

Through a variety of creative and practical activities, children are taught the knowledge, understanding and skills needed to engage in a developing process of designing and making. They work in a range of relevant contexts (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment) to provide a meaningful context.

Given the firm connections between Design Technology and many other foundation and core curricular subjects, a cross-curricular approach is often taken to the planning and delivery of this subject. It is through the planning and provision of a broad and balanced Design Technology curriculum that pupils are encouraged to investigate, plan, adapt and evaluate their own work, to help them appreciate design as being a dynamic and ever changing process.



Pupils learn to consider purpose and audience. Within projects, pupils work independently and collaboratively, which develops their co-operation and understanding of people having different areas of strength and expertise. Pupils develop a knowledge and understanding of materials, mechanisms and structures, in order to make informed decisions relating to their products. They also learn how to use a variety of tools in a safe and supervised environment. Throughout their Design Technology work, children are supported in becoming reflective learners, celebrating their successes and learning from their experiences.



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# Impact

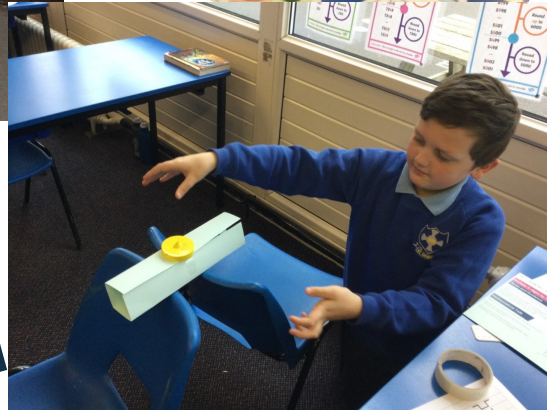
Children will learn a wide range of Design Technology skills, from cooking and nutrition, to computer coding and programming. These skills are integral life skills that will provide a basis for the real world. Children will be competent at designing and assessing each other's work and skills, creating children who are confident self and peer-evaluators.



*'Design is thinking made visual.'*

-Saul Bass

Children will be confident, motivated and resilient learners, developing new skills at an age-appropriate level. They will experience memorable and relevant opportunities to develop skills while solving real-life problems and thinking of new, innovative inventions.



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