

Curriculum Statement for Design and Technology (D&T)

“Design is not just what it looks like. Design is how it works.”

(Steve Jobs)

Aims and Objectives

Design and Technology (D&T) includes learning about the designed and made world and how things work as well as learning to design and make functional products for particular purposes and users. At Cherry Tree, D&T develops young children’s skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. It encourages children's creativity and encourages them to think about important issues.

Visions and Values

Our D&T curriculum is underpinned by the school’s vision and values as it helps to prepare children for the developing world. It encourages children to become creative problem solvers, both as individuals and as part of a team. Through the study of D&T, children combine practical skills with an understanding of aesthetic, social and environmental issues providing them with the skills needed to thrive and succeed in a rapidly developing technological civilisation. It assists children in developing a greater awareness and understanding of how everyday products are designed and made and helps all children to become discriminating and informed consumers and potential innovators committed to caring and contributing to society.

Teaching and Learning

At Cherry Tree we follow the ‘Design, Make, Evaluate’ approach to the teaching of D&T, as outlined in the National Curriculum Programmes of Study document and every lesson is planned to include all children by using a range of approaches. We also refer to explanatory materials from the Design and Technology Association. The teaching of Food and Nutrition holds great relevance in current times and therefore children will study a Food and Nutrition unit every year. At Cherry Tree, we encourage asking and answering questions in order to deepen children’s understanding of product and product design. Market research is used to inform designs and children will be encouraged to create detailed designs and prototypes in order to refine their ideas. Whilst making products, children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, quality and health and safety. They are then encouraged to reflect upon their final products, considering how they could have altered their design and techniques to impact the appearance and usability of their product.

Assessment and Recording

D&T learning is recorded in process booklets from Years 1-6 and our Early Years use Tapestry, which effectively evidences each stage of the D&T process. Due to the practical nature of the subject, evidence of work is often in photographic form and pictures are saved in evidence folders on Staff Box. Teachers assess children’s

knowledge, understanding and skills by making observations of the children working during lessons and provide both verbal and written feedback in order to aid progress in the subject. At the end of each unit, teachers complete an assessment grid showing children's attainment against key criteria taken from the progress skill document. The D&T subject leader then analyses this data and responds to class teachers in order to inform and improve future practice.