

Subject Leader Curriculum Intent, Implementation and Impact Overview

| Subject: Design Technology | | Subject Leader: Jenny Burns / Tim Downes | |
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| Intent | Research link | Implementation | Impact |
| <p>To build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.</p> <p>To design a design technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life</p> | <p>Enhancement - Education Endowment Fund research indicates that given the complex nature, and limited evidence of impact on attainment of enrichment activities, it is important to think carefully about what you are intending to achieve. It is also important to consider carefully whether such activities should <i>replace</i> curriculum-linked activities, as this might have a negative impact on attainment.</p> <p>Education Endowment Fund research stresses the importance of developing character / essential life skills in childhood and the association with a range of positive outcomes at school and beyond</p> <p>School: questionnaires (parents and pupils) indicate that children positively engage in enhancement tasks. Pupils' written work indicates that clearly planned enhancement activities provide a scaffold for language consolidation.</p> | <ul style="list-style-type: none"> • Clear and comprehensive scheme of work in line with the National Curriculum. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. • Language - The promotion of a language rich Design Technology curriculum is essential to the successful acquisition of knowledge and understanding in Design Technology. The promotion and use of an accurate and rich vocabulary throughout school is planned in Design Technology. • Knowledge Organisers Children have access to key knowledge, language and meanings to understand Design Technology and to use these skills across the curriculum. • Design Technology Focused Working Walls Design Technology Working Walls throughout school focus on key aspects of Design Technology and exemplify the terminology used throughout the teaching of Design Technology, BV and SMSC, which enables pupils to make links across the wider curriculum. • Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology. • Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in Design Technology so children can apply and embed the skills they have learnt in a purposeful context. • Enhancement - We plan termly visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This can be linked to Design Technology (please see cultural capital overview). We recognise that to have impact planned cultural capital must be clearly linked to the statutory design technology skills and knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know. | <ul style="list-style-type: none"> • Children will know more, remember more and understand more about Design Technology. • The large majority of children will achieve age related expectations in Design Technology. • As designers children will develop skills and attributes they can use beyond school and into adulthood. |



'Working and growing together'

Pedagogy

In Design Technology, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Design Technology, the following approaches will be used, and be evident in pupils' books, in order to ensure that the Design Technology learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their Design Technology experiences in school:

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| Teaching Sequence in Design Technology | posing a problem to be solved in a context the children understand | Possible pedagogical approaches used in Design Technology | Behaviourism | Direct teacher instruction; modelling of skills and techniques; demonstration |
| | experimenting and investigating with different techniques and media; | | Constructivism | Inquiry-based learning; outdoor learning |
| | creating own design work, applying new techniques, skills and media to own design work; | | Social Constructivism | Teacher modelling; questioning; mix of individual, paired and group instruction |
| | critically evaluating their own design work; | | Liberationism | Pupil-led learning; opportunities to showcase learning |
| | Improving work after evaluation. | | Learning, working and talking like a designer | Being introduced to the key vocabulary that a designer would use; defining the key vocabulary that a designer would use; high expectations of pupils 'talking' like a designer. |