SUBJECT INTENT STATEMENT	Design and Technology	LEADER:	A.Doody	Holy Name Catholic Primary School

INTENT

"It's through mistakes that you actually can grow. You have to get bad in order to get good." -- Paula Scher

At Holy Name, we believe that Design and Technology is essential to allow our children to become designers of the future. We endeavour to provide opportunities for our children to develop skills and gain knowledge by designing and making functional products within the classroom. As a school we believe it is essential to:

- Develop our children to be creative designers through purposeful designs.
- Allow children to lead in designing their creations practically.
- Encourage our pupils to use initiative and build resilience to enable them to solve problems effectively.

Our children will make links to the wider world by…

Our aim is to inspire our children to become confident, creative and imaginative designer so that they may develop skills and attributes which they will take forward beyond school and into adult life.

CONTENT

The National Curriculum is at the core of our Design and Technology Planning. To support this, we use two schemes called 'PlanBee' and 'Project on a Page' which we take ideas from to inform our lessons and ensure full curriculum coverage.

In Early Years Foundation Stage and Key Stage 1 our pupils are taught to recognise the purpose of a design and use this to inform their designing, making and evaluating of their product. In Key Stage 2 they will continue to use the skills they have been taught but use computer programming to design their products and investigate existing products when designing.

Design and Technology is linked in all year groups and we ensure progression is shown throughout the year groups where children will embed the skills they have been taught.

VOCABULARY

Children will develop an understanding of a range of DT vocabulary and will be able to use it accurately. Pupils will use the vocabulary they have learnt to describe the designing, making and evaluating process of a project. By the end of their primary education, children will be expected to be able to pronounce, read and spell vocabulary they have used accurately.

CULTURAL CAPITAL

This is developed through :

- **Themed days** to immerse the children in the subject and broaden their understanding and designing of creative products.
- **Project and showcases**- Children showcase the work they have created with other year groups and explain the designing, making and evaluating process.
- **Competitions to encourage DT at home.**
- **D&T club** takes place to enhance learning and provides children with more hands-on learning around the subject.

PEDAGOGY

Most of the teaching within Design and Technology adopts the constructivism approach where our pupils learn through experiences and self-evaluation. We encourage the children to be at the centre of their own learning by creating and adapting their own designs whilst following a design brief.

Each unit begins with a focus on the benefits and importance of what is going to be designed and made. Designing is an essential part of the process and children will be actively involved in identifying the tools and materials they will need to create their design after exploring and researching other prototypes.

Each lesson will build on the last as children are able to experiment with their design and make adaptations.

At the end of each unit, pupils will evaluate their work and identify any changes that they have made to their original design. A key skill will be to look at what they would like to improve and reflect on what they have created to see if it meets the design criteria they were given at the start of the process.

RETENTION

Throughout the teaching of DT children will revisit key vocabulary as they progress through school.

Throughout topics we introduce the children to a range of vocabulary, some which they may have been previously been taught in other year groups. Each week new terminology is introduced to further the children's understanding.

We also start each lesson with a recap through the use of Retrieval Bingo in order for children to have another practice at a pervious skill taught or have another go at a skill that they will be using again in their current lesson. This is then developed throughout the key stages, as they will revisit repeated skills at least twice in each key stage ensuring that the children have enough exposure to the skills. Where skills are porotype and product specific, these skills progress throughout the year groups adding more layers to the skills being taught.

ASSESSMENT

Formative assessment takes place throughout each lesson and lessons are adapted to suit pupil needs. At the end of a unit, the end product is assessed against the design criteria.

SMSVC

Our children will be encouraged to think independently. They will understand the importance of designing and how everything we use around us has had to be designed.

Children will collaboratively work together and develop mutual respect for their work, opinions and abilities. They will learn to show tolerance with one another when sharing resources in the classroom environment.

LEARNING ENVIRONMENT

We support our pupils by creating a learning environment, which helps them to excel. When DT is taught children are exposed to key vocabulary, which they should use throughout the making process as well as having pupil work available so that they can use their designs when making to product. Children can enjoy Design and Technology in a safe environment where they are encouraged to use a range of tools to create and improve their designs.