



St Mary's
Catholic Primary School and Nursery

DESIGN & TECHNOLOGY SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

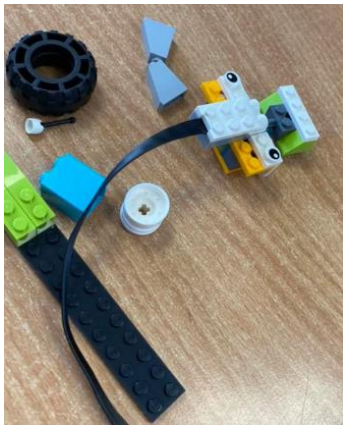
INTENT

At St Mary's, design and technology should be fully inclusive of every child.



Our aims are to fulfil the requirements of the National Curriculum for design and technology, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, to learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world, and to participate successfully in an increasingly technological world using the language of design and technology.

The aims of teaching design and technology in our school are:



- Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
- Enable children to talk about how things work and to develop their technical knowledge,
- Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users,
- Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures,

- Develop an understanding of technological processes and products, their manufacture and their contribution to our society,
- Foster enjoyment, satisfaction and purpose in designing and making things,
- Critique, evaluate and test their ideas and products, and the work of others,
- Understand and apply the principles of nutrition and to learn how to cook,
- Understand how key events and individuals in design and technology have helped shape the world.



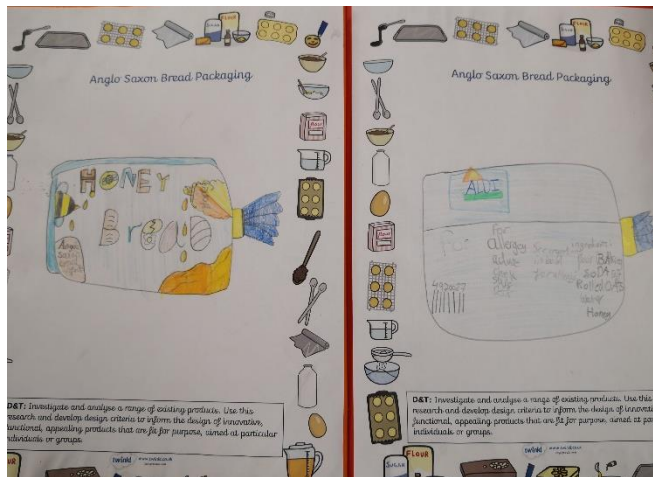
IMPLEMENTATION

To ensure high standards of teaching and learning in design and technology, we implement a curriculum that is progressive throughout the whole school. Design and technology is taught as part of a termly topic, focusing on knowledge and skills as stated in the National



Curriculum. At St Mary's, we ensure that design and technology is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The design and technology curriculum at St Mary's Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their design and technology lessons suitable to their class's interests and what they want to learn about. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.



When teaching design and technology, teachers should follow the pupil's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement. Children showing extensive aptitude in design and technology will be recognised and acknowledged. Pupils may also have their work displayed



in school.

At St Mary's Primary School, we provide a variety of opportunities for design and technology learning to take place inside and outside the classroom. Examples include:

- After-school clubs such as the Healthy Eating and STEM clubs
- Residential trips
- Creative homework projects
- Visits from local businesses
- Creative learning opportunities such as Bastille Day, One World Week, Science Week

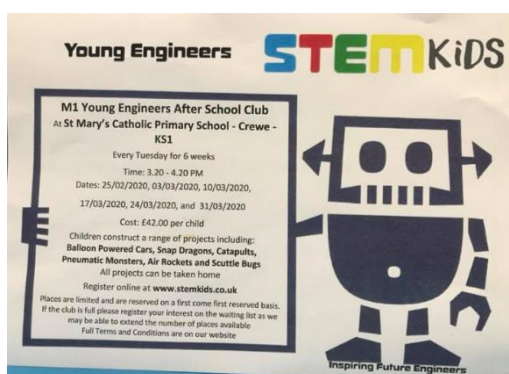
Educational visits are another opportunity for the teachers to plan for additional design and technology learning outside the classroom. At St Mary's Primary School, the children have many opportunities to experience design and technology on educational visits.



The children have visited local museums, food establishments and had visitors into school to share learning and have hands on experiences. In recent years, teachers have linked with local high schools to use their facilities, technology and expertise. At St Mary's Primary School, teachers make use of the extensive grounds and outdoor learning area when planning tasks.



Alongside our curriculum provision for design and technology, we also provide all pupils with the opportunity to participate in DT based after school clubs.



EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant Early Years outcomes for DT are taken from the following areas of learning:

- Physical Development
- Understanding the World
- Expressive Arts and Design

Children will begin to develop their moving and handling skills by learning to use tools, materials and objects effectively, including showing interest in making toys work by using objects, pulleys and knobs. They will begin to practise self-care by learning to understand the need for safety when tackling new challenges and using new equipment. Children will have the opportunity to explore their environment both in and outside the classroom, by observing and experimenting with mixing colours and textures, shaping and assembling new materials and using their imagination to help give a purpose to the constructions they may create. The Early Years Framework is where a child begins to gain a wider experience of the world around them.



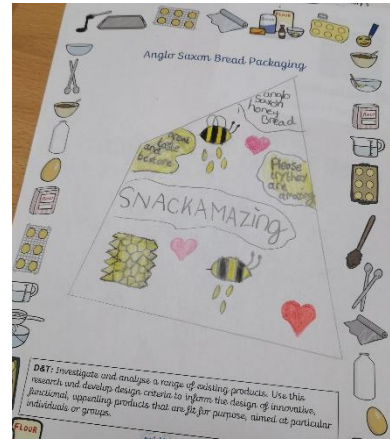


INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT

Within design and technology, we strive to prepare pupil's to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, pupils combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our design and technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discrete vocabulary progression also form part of the units of work.



We measure the impact of our curriculum through the following methods:

- Assessing pupil's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the pupil's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Display

