



Wider Curriculum at All Souls' CEP

Design and Technology

At All Souls' we understand that a high quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. We therefore aim to make Design and Technology an inspiring, practical, meaningful and memorable subject where our pupils use their creativity and imagination to design, make and evaluate products that solve real and relevant problems within a variety of contexts, considering their own needs, wants and values.

Children will learn and build on a range of practical and technical skills, testing their ideas and evaluating their own products and the work of others. We aim to develop imaginative thinking in our pupils so they can talk about what they like and dislike when designing and making, and want them to understand that making mistakes is a big part of design and technology. We also aim to enable our pupils to talk about how things work and to draw and model their ideas, as well as being able to select appropriate tools and techniques for making a product, whilst following safe procedures. Most of all we aim to foster enjoyment, satisfaction and purpose in designing and making.

Key Principles

- ♦ Teacher and children view the design and technology curriculum as sequential: pupils build knowledge of key concepts and the relationships between throughout their education.
- ♦ Passion and high expectations for design and technology modelled by teachers and adults.
- ♦ Clear explanations that offer a 'build on build' to the introduction of new content,
- ♦ Introduction and development of technical vocabulary—developing a broad-ranging vocabulary to communicate ideas.
- ♦ Revisiting key concepts to ensure children develop an exceptionally secure understanding of concepts taught (mindful of working-memory capacity).
- ♦ Explicit teaching of the concepts and procedures needed to design, make and evaluate.
- ♦ Ensuring practical work is purposeful and focused on a specific learning outcome, and forms part of a wider teaching sequence.
- ♦ Teacher's develop expertise in design and technology through regular access to continuing professional development, and access to specialist teachers/subject leads/Academy design and technology hubs.
- ♦ High quality assessment (formative assessment embedded within the sequence).

Impact Criteria

- ♦ Formative and summative assessment show progression in learning.
- ♦ Use of key (or developing in EYFS) vocabulary is apparent in written work.
- ♦ Long term plans show progression in subject knowledge year on year.
- ♦ Children show increasingly positive attitudes towards design and technology.
- ♦ Lesson observations show high quality teaching within a sequence.
- ♦ Teachers show increased confidence in subject knowledge.