



## Design Technology at St John Vianney

The Art's team: Sara Philbin-Smith,  
Lisa Nagy, Anne-Louise Friar



### Design Technology Curriculum

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

#### *National Curriculum 2014*

#### Intent

Following the National curriculum, we aim for children to be able to:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

#### Implementation

Design technology is taught as a discrete subject. Staff are supported through the Kapow scheme of learning and are encouraged to plan around this. This scheme ensures that all staff are following a coherently planned sequence, which is tailored to show a progression of skills in each style of design technology across the whole school.

Class teachers are responsible for teaching design technology, although there will be times when professionals will take control of a lesson or topic. We take every opportunity to develop links with outside agencies and experts, including other schools, in order to enrich our design technology provision.

We believe that DT has a huge impact on the world around us and therefore often plan around a realistic question or problem. This allow the children to plan and prepare for a purpose and understand that this is how problems are tackled in the real world.

### Impact

To meet our curriculum we:

- Ensure children can make links between their activity and the real world.
- Make links between healthy eating and science lessons.
- Encourage children to challenge themselves and identify that they are all capable of progression.
- Plan DT lessons around a real/relevant topic, therefore, the children will see themselves as designers and understand that there is purpose behind the lesson.
- Model correct vocabulary.
- Provide opportunities for both children and staff to learn new skills and create a safe environment for this- making certain there is no room for fear whilst promoting trial and error.
- Promote resilience, self-reflection and self-confidence and expect to see it in every lesson.
- Be confident that children at the end of key stage 2 are ready for key stage 3 DT.

### Plans for the future

- CPD
- Design technology competition- based around a real life situation.
- Cooking/ healthy eating club
- Involvement from a local building company.
- Community involvement i.e. design a local park etc