

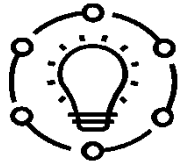
# Design and Technology

*"Design is not just what it looks like and feels like. Design is how it works."*



## Intent

*At Asterdale our vision for Design Technology is:*



## Implementation

*We translate this into practice by:*



## Impact

*We know this works for our pupils through:*



We believe that design technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and making products and systems.

### **Our aims are:**

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making
- To enable children to talk about how things work, and to draw and model their ideas
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures
- To explore attitudes towards the made world and how we live and work within it;
- To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society
- To foster enjoyment, satisfaction and purpose in designing and making.

### **The pedagogy we use is three distinct methods:**

1. Investigate, disassemble and evaluate activities.
2. Focused practical tasks
3. Design and make projects.

Through the study of design and technology children combine practical skills with an understanding of aesthetic, social and environmental issues. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. We use a progressive curriculum document, containing the key concepts children need to be procedurally fluent in, to work and think like professional design technologists.

The children learn to produce practical solutions to real problems. They develop technical understanding and making skills, learn about design methods and investigate their environment and the materials in the world around them.

### **The key concepts in D.T we plan a progression for on our curriculum progression plan are as follows:**

- Developing, planning and communicating ideas
- Working with tools, equipment, materials and components to make quality products
- Evaluating processes and products
- Mechanisms
- Construction and use of materials
- Textiles

### **The children learn to draw on a developing repertoire of skills and knowledge, which will include:**

- Learning how to work independently and collaboratively
- Developing, planning and communicating ideas
- Working with tools, equipment, materials and components to make quality products
- Evaluating processes and products
- Developing knowledge and understanding of materials and components and learning the importance of health and safety

The impact of our Design and Technology curriculum is in the development of our pupils being able to approach problems creatively and in a range of ways, applying their knowledge across the curriculum areas independently. We endeavour to support pupils in the ever-developing world around them and in their future education.

The skills and attributes they develop will benefit them beyond school life and into adulthood: the ability to use time effectively, work with others productively, show initiative, independence and resilience to manage risks effectively to become well rounded citizens who will make a difference in the wider world.

This curriculum leads to good identifiable progress over time across the key stages relative to a child's individual starting point and their progression of skills. Children are expected to leave our school with at least age-related expectations for Design and Technology.

We expect the children to know more, remember more and understand more about Design and Technology. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.