





Design and Technology Statement

Subject	Design and Technology <i>'Styles come and go. Good design is a language, not a style' – Massimo Vignelli</i>			  Artsmark Gold Award Awarded by Arts Council England
Purpose and aims	<p>High-quality design and technology education allows children to make an essential contribution to the creativity, culture, wealth and well-being of the nation. At Ashmount, we believe that Design and Technology is a vital subject to promote children's creativity and problem-solving skills. Our curriculum fosters imaginative learners who are able to draw upon a range of disciplines in order to solve real and relevant problems within a variety of contexts.</p> <p>At Ashmount, we follow a scheme of work from KAPOW Primary in order to deliver the National Curriculum for Design and Technology. This scheme has been written by those who are experts in their field. Through our Design and Technology curriculum, we aim to:</p> <ul style="list-style-type: none"> • Inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. • Enable pupils to develop the confidence to take risks, through drafting design concepts, modelling and testing. • Nurture reflective learners who evaluate their own work and the work of others. • Understand and apply the principles of nutrition and learn to cook. 			
Core values	<p style="text-align: center;"><u>Community</u></p> <p>Pupils work together to critique and evaluate their ideas and products, learning from one another. Pupils will follow design briefs to consider the needs of the local community and solve problems.</p>	<p style="text-align: center;"><u>Responsibility</u></p> <p>Carefully planned teaching about cooking and nutrition enables pupils to learn about how to eat healthily and affordably.</p> <p>Following design briefs, pupils will experience a sense of responsibility and trust.</p>	<p style="text-align: center;"><u>Growth</u></p> <p>Following the design-make-evaluate process, pupils will be able to analyse their thinking and become more reflective learners. The Design and Technology curriculum also contributes to pupil's personal creativity and their knowledge and skills in this subject. This would be seen in their work overtime as well as discussions with them.</p>	



<p>Knowledge and skill progression</p>	<p>As we follow the KAPOW Primary scheme of work that has been written by experts in their field, we are confident in the progression of knowledge and skills that children will gain overtime. In EYFS, teachers plan activities linked to the expressive Arts and Design and Physical Development areas of learning, to ensure prerequisite skills from art within the national curriculum are taught before children begin KS1. In KS1 and KS2 learning objectives have been created from the National Curriculum end of Key Stage subject content.</p> <p>The following skills are revisited and developed in every unit:</p> <ul style="list-style-type: none"> • Design • Making • Evaluation • Technical Knowledge <p>We also teach cooking and nutrition to ensure that children know how to cook and can apply the principles of nutrition and healthy eating.</p> <p>Through our Design and Technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:</p> <ul style="list-style-type: none"> • Mechanisms • Structures • Textiles • Cooking and Nutrition • Electrical Systems (KS2) • Digital World (KS2) 		
<p>Characteristics of effective learning</p>	<p style="text-align: center;"><u>Engagement</u></p> <p>Design and Technology or Art and Design is taught weekly.</p> <p>Lessons are practical in nature and encourage experimental and exploratory learning. Pupils have access to sketchbooks to document their ideas. These sketchbooks move up with the children, providing both pupils and</p>	<p style="text-align: center;"><u>Motivation</u></p> <p>Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Pupils are motivated by solving real-life problems and creating items.</p>	<p style="text-align: center;"><u>Thinking</u></p> <p>The four skills mentioned above are revisited in every unit. Previous knowledge is built upon to ensure that children make links within their learning.</p> <p>Knowledge organisers for each unit are used to support children in building a foundation</p>



	teachers with a reminder of the learning that has already taken place.	Growth Mindset: Pupils are encouraged to keep trying, explore different options and experience success.	of factual knowledge by encouraging recall of key facts and vocabulary.
Communication and vocabulary	Communication is something we value highly at Ashmount. We think it is essential that adults in our school are able to give pupils the tools they need to talk about their work so they can plan, design, make and evaluate it. We use knowledge organisers which have key vocabulary and definitions on so pupils can refer back to this throughout their unit and build their vocabulary. Teachers also display and talk about the key subject specific vocabulary in each lesson. Over a sequence of lessons, children have opportunities to discuss, collaborate and form opinions on their own and their peer's art work.		
Cultural capital "the essential knowledge pupils need to become educated citizens" "introducing them to the best that's been thought and said" "engendering an appreciation of human creativity and achievement"	<p>Lessons are designed so that pupils have the opportunity to apply their learning in class to real-life contexts. They have the opportunity to respond to real and/or believable briefs to engage in and contribute to the needs of the local community.</p> <p>High expectations of Design and Technology learning aim for pupils to be confident in using technical language and in the design and evaluation process.</p> <p>We engender appreciation in the subject by asking children to consciously think about why another person, i.e. an artist or one of their peers, has done something in a particular way. Teachers encourage children to reflect on the work of others asking questions and giving feedback.</p>		
Learning experiences	<p>Each year, we have a Healthy Living Week which incorporates learning around 'cooking and nutrition'.</p> <p>Design and Technology or art and design is timetabled weekly to ensure it is a regular learning experience and a taught session.</p> <p>Each year we have a whole school Arts Week which is either structured around a theme or links to the KAPOW scheme of learning, often parents, artists or poets visit to further enrich the week- this year this was a whole school textiles project.</p>		
High quality resources	<ul style="list-style-type: none"> • The KAPOW design and technology scheme of work provides high quality pupil and teacher videos to aid both demonstration and subject knowledge. • Materials and implements purchased to deliver the KAPOW scheme and use of the local scrap project. • Woodwork bench as part of continuous provision in EYFS. 		