



## Design Technology Curriculum Statement



*“There are three responses to a piece of design - yes, no and WOW! Wow is the one to aim for.”  
Milton Glaser*

At Vallis First School, our DT curriculum promotes imagination, creativity and critical thinking. Children are encouraged to evaluate past design and technology, solve relevant problems and use their own initiative to create their own designs.

### Intent

At Vallis we want our children to be inspired by designers, engineers, chefs and architects and to develop a love of the designing, making and evaluation process. We want the children to see the value of well-designed products and to enjoy exploring different materials and tools, thinking about how they serve a specific purpose or meet a set of criteria.

When we facilitate our children's DT projects, we will aim to follow a procedure whereby children will test and evaluate their creations and projects. Through this, we aim to instil a knowledge of systematic problem-solving and methodical way of improving their ideas. Throughout this process, we will ensure that children gain a wealth of practical skills that will stand them in good stead to manage their own lives, succeed in the world of work, and contribute to the collective knowledge of their communities. These practical skills will include sewing, woodwork, making different mechanisms, cooking and knowledge of safety procedures when using tools and cooking. Their products will have real-life contexts whenever possible.

### Implementation

During all topics the children are given real-life purposes to their projects often linked to other areas of learning. They follow the process of design, make and evaluate. The design process and children's learning are meaningful and rooted in real life, relevant contexts.

Children from Foundation Stage to Year 4 will explore textiles, structures, mechanisms and food technology through termly units. Children develop a clear progression of skill, knowledge and vocabulary that enables them to deepen and broaden their understanding and expertise.

When possible, during the making stage, children are given an element of choice and a range of tools to choose freely from. Afterwards, children evaluate their own products against the design criteria initially discussed. As a school, we further provide opportunities to share their products and designs with other phases across the school and parents. For example, the KS2 Chocolate café and KS1 Family Learning event of creating 'Little Echo' hats.

### Impact

Children will develop a broad range of technical skills and understanding of the steps involved in the design process. They will have also used problem solving skills, developing their teamwork, resilience and resourcefulness. Children will have worked with a range of materials, tools and food. Children will enjoy and have pride in the products they have made.

The impact of our DT curriculum will be measured primarily through formative assessment by teachers in the classroom, and by a system of monitoring by the DT lead. The subject lead will review children's recorded work, monitoring medium-term plans and assessing other evidence of work, such as photos and floor books. The subject lead will begin to compile a floor book for their subject to show the level of

work and variety of skills being accumulated as children go through our school. This floor book will also be used for monitoring and assessment of DT teaching and learning at Vallis including checking the following questions:

- Is the quality of DT teaching at Vallis improving over time?
- Have the children gained the knowledge and skills that they need from DT?
- Can we demonstrate clear progression in DT?

**Children will:**

- Children are positive about DT and confident in their abilities.
- Children have the necessary skills and knowledge to succeed in the next stage of their education.
- Pupils will be able to integrate their previous learning in to the acquisition of new knowledge and skills.
- Children have developed the creative, technical and practical expertise needed to respond to and evaluate a design brief.

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