Design Technology Curriculum Rationale

At Oreston Community Academy, we use Design Technology as a way for our children to work practically and explore the impact of using a range of materials and methods to create a product. Children will research, design, create and evaluate. We define Design Technology as textiles, cookery and 3D materials.

Intent

Design Technology is an important aspect of our curriculum at Oreston. The subject itself requires the children to consider intent, implementation and impact. By repeating this process with each individual project, the children develop a secure understanding of the designing and creating process and these skills are built upon progressively throughout their school career with ideas and materials or ingredients that gradually increase in complexity. Each child's experience of Design Technology will be tailored to suit their unique ability and the teachers provide appropriate support and scaffolding so that every child is challenged appropriately and creates a product that they can be proud of. The skills gained in our Design Technology session are easily transferrable to a range of other subjects and situations.

The children are expected to work both independently and collaboratively which requires them to be excellent communicators. They must share their ideas confidently and give equal importance to the ideas of others. The children's designs will be based on research that is either conducted themselves or derives from knowledge gained through other subjects, for example science or history. The children must be open to exploring ideas practically and use their observation skills and prior knowledge to evaluate the effectiveness of a final product. The children will practise objectivity when evaluating their own designs, creative processes and final product.

Implementation

At Oreston, we know that in order to create lifelong learners, we must allow the children to be the main drivers behind their learning experiences. Our Design Technology sessions are planned in a way that guides and supports the children but the teachers know that the details of final product cannot be determined at this stage. Each child or group of children must take a unique journey that is based on their own ideas and abilities. Our Design Technology planning always hits the four main practices of research, design, create and evaluate. This process is appropriately adapted for each year group and the children develop these skills progressively as they move up through the school.

Our Design Technology sessions are thematic meaning that they are closely linked with the child's current theme. Projects are relevant to their theme and fit naturally amongst the rest of the curriculum. Our themes and the subjects that surround Design Technology give context to the projects that the children participate in. Our broad and exciting curriculum lends itself to rich opportunities for a range of interesting projects that always involve developing a practical skill which is appropriate for the age of the children.

The children's Design Technology work is recorded in their theme books as the projects always coincides with the overarching history, geography or science theme. This work will be represented as mind maps, collages, research, initial designs, amended designs, photographs of the making process and final product, surveys and evaluations. Teachers formatively assess work at each stage of the process and give instant feedback throughout lessons.

Children share their learning with parents and the local community through learning challenges, assemblies, celebration evenings and school fairs. Design Technology features in the vast range of extra-curricular activities we provide for the children. Our cookery and Lego clubs are very popular.

Impact

Our teachers aim to create an environment where children can work as independently as possible in order to give them ownership over their work. The children finish a project with a real sense of achievement, knowing that they have been the leader of their own project every step of the way. The transferrable skills of planning, adapting, collaborating, implementing, problem solving and evaluating will be applied both within and beyond the classroom and create passionate, risk taking and reflective learners.