Design Technology rationale

Growing together, guided by love…

Subject Lead: Shared

The Design Technology curriculum is a vital part of our broad and balanced offer. It fosters creativity and innovation while emphasising the importance of Oracy as a driver to success. By encouraging meaningful discussions and collaborative projects, pupils develop strong communication skills. The curriculum also integrates community engagement, compassion and courage, inspiring learners to design solutions that positively impact society and demonstrate empathy towards others.	
Intent: • Inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. • Pupils develop the confidence and courage to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. • Build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. • Pupils use their Oracy skills to engage in meaningful discussions about their designs and offer evaluative feedback to each other, demonstrating empathy and understanding as well as peer support.	**Implement:** Use of the Kapow scheme which aligns with the NC. The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. Key strands… ● Design ● Make ● Evaluate ● Technical knowledge Kapow Primary's Design and technology scheme has a clear progression of skills and knowledge within these strands and key areas across each year group. • Cooking and nutrition • Mechanisms/ Mechanical systems • Structures • Textiles • Electrical systems (KS2 only) • Digital world (KS2 only)

	We are skills…creative thinkers, self-managers, independent enquirers, reflective learners, team workers and effective participators
Impact Pupils are empowered to tackle challenges with confidence, fostering a culture of support and shared growth within their communities. ➢ Understand the functional and aesthetic properties of a range of materials and resources. ➢ Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products. ➢ Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios. ➢ Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment. ➢ Have an appreciation for key individuals, inventions, and events in history and of today that impact our world. ➢ Recognise where our decisions can impact the wider world in terms of community, social and environmental issues. ➢ Self-evaluate and reflect on learning at different stages and identify areas to improve. ➢ Meet the end of key stage expectations outlined in the National curriculum for Design and technology. ➢ Meet the end of key stage expectations outlined in the National curriculum for Computing	**<u>Oracy in DT</u>** ➢ Presenting their design ideas or products to audiences of different sizes. ➢ Explaining designs, preferences or final products. ➢ Role-playing from the point of view of the user. ➢ Discussing products and design ideas using new vocabulary. ➢ Collaborating by organising tasks within a group. ➢ Critiquing others' designs and products. ➢ Reflecting on and responding to feedback towards their own designs and products. ➢ Summarising design ideas.