Malvern Parish CE Primary School

'Learning Together for an Exciting Future'

At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

"I come that they may have life and have it to the full". *John 10.10*

"For I know the plans I have for you," declares the LORD**, *"plans to prosper you and not to harm you, plans to give you hope and a future."*** Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.

Our Approach to Teaching Design and Technology at Malvern Parish CE Primary School

Intent

The teaching of Design and Technology at Malvern Parish CE Primary School aims to give children the opportunity to use their God given gifts of creativity and imagination to design, make and evaluate products that solve real and relevant problems within a variety of contexts. The practical nature of Design and Technology means that they will be exposed to a broad variety of skills and will have the opportunity to flourish by using a wide range of tools and techniques.

Children will be encouraged to consider their own and others' needs, wants and values during the design process to create products that have an impact on daily life and the wider world. They will draw on other areas of the curriculum such as mathematics, science, computing, RE and art to support projects in textiles, woodwork, electronics and cookery.

As the pupils progress through our school, they will learn to take risks, become resourceful, innovative, enterprising and capable of participating successfully in an increasingly technological world in the future.

Implementation

Learning is planned and sequenced in order to develop skills and knowledge and moves towards a clearly defined end point. It is designed in such a way that enables children to build upon what has been taught before and to transfer key knowledge to long-term memory. As part of our planning process, teachers sequenced national curriculum objectives between Key Stage One, Lower Key Stage Two and Upper Key Stage Two to ensure progression across the whole school. These objectives were then grouped by teachers into cross-curricular topics to form our two year curriculum plan.

Throughout the school learning is sequenced to follow our four step design process: Investigate – Design – Make – Evaluate. In KS1 this is treated as a linear process but as children move to KS2 it is made clear that this is a cycle that can be revisited.

In Key Stage 1 children are taught a range of techniques to give them a foundation for producing their own designs. They will explore and investigate existing products and use them as inspiration for their work. Children will choose a variety of tools, materials and components to make their own adaptations and improvements. They will then be encouraged to evaluate their products. In Key Stage 2 children build on these skills and take on projects with increasing complexity using a wider variety of tools and techniques. This will include using electrical systems and computer programming in their designs and products.

As part of the design and technology curriculum children may:

- Be inspired by trips and visits in the local area such as supermarkets and museums.
- Be visited and guided by experts to enhance their learning experience.

- Collaborate with parents and draw on their skills to support children's learning.
- Take part in themed weeks such as enterprise week, which provides the opportunity to immerse themselves in a project in a real context.
- Design and make products to share with families and other year groups.

Impact

Our Design and Technology Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making expected or better progress.

We measure the impact of the curriculum through the following methods:

- A celebration of their creativity with other classes, parents and families at the end of a topic
- Termly collation of topic assessment
- Termly monitoring of books and learning walks
- Vibrant displays throughout our school which demonstrate the progression of skills
- Pupil discussions about their learning

Children should be able to talk about the purpose of their design projects and the impact that they could have on the wider world. They should be able to discuss the skills and methods that they used when making their products and talk about why they made those choices. They should also be confident to talk about the elements of their designs that they are pleased with and the elements they feel they could improve further.