Southam St James CofE Academy

Design and Technology Curriculum Intent

Intent

At Southam St James CofE Academy, we aim to inspire children to think about the important and integral role which design and the creation of designed products play in our society. We want children to understand the process by which everyday 'real life' objects are made. We want them to use their creative thinking and imaginative thinking to design, make and evaluate products. We want children to see this as coherent process that enables them as designers, makers and evaluators to see a process through from beginning to end recognising the importance each stage has to play in a final product.

Implementation

The design technology curriculum is split into 3 main areas:

- Build
- Cook
- Sew

The curriculum is designed so that each year group will complete a unit of work in these three different areas once a year. We 'block' the teaching of design technology so that children experience the coherent process from deign to make and to evaluate. Two different 'aspects' of design are interwoven into the three areas of study: the environment and sustainability, and enterprise and innovation. These 'aspects' acknowledge enduring and contemporary concerns of modern design.
Each unit specifies the concepts and skills which the students are expected to learn over the course of a unit. These concepts and skills progress gradually throughout the course of the six years of study.

In 'cook' children learn to cook from recipes which gradually build basic culinary skills, culminating in year six with the creation of a mezze-style meal requiring the pupils to produce various small dishes. Whilst studying these practical skills they learn about concepts relating to food such as nutrition, seasonality, food production, transportation and food from different cultures.

In 'sew' students practise using fabric and thread to learn basic sewing techniques to create objects which demonstrate embroidery, appliqué, weaving and plaiting. Concepts such as the properties and creation of different fabrics, fast fashion, industrialisation, waste, recycling and pollution are interwoven into these activities.
In 'build' students learn about the creation of structures and mechanical and electrical devices to create products such as cars, moving cards, toys and books.
This culminates with year six learning to consider the user in real life, designing a water wall for children in reception. Once again, the practical process of designing and creating a product is interleaved with learning about concepts which have a bearing on what the students make. These

concepts, for example force, motion and the properties of materials are often connected with those encountered in the science curriculum.

The sequence of lessons in the 'sew' and 'build' areas of study follow a structure to enable the children to become familiar with, understand and practise the process of design: research and investigate, design, make, use and evaluate. The planning for each unit of work specifies the product the children will make, the purpose and user of the product. This specification acknowledges the importance of purpose and user within in the design process. Throughout the course of the lessons the students explore existing products and their uses, generate ideas and designs by creating drawings and prototypes against criteria which they devise having considered purpose, function and appeal. Evaluation against these criteria concludes the process. Discussion is an important part of this process, as is consideration of the properties of potential materials and the choice of tools. Learning about fundamental concepts, skills, developments in history and understanding of the influence of key individuals in the field are interleaved into this process-driven structure. The childrens' understanding of key skills and concepts builds from year to year, assessing and cementing prior learning, and therefore the implementation of the curriculum in the given sequence is crucial.

Learning is recorded in a year group floor book.

Impact

Monitoring is carried out with staff as a collaborative and developmental approach. A variety of methods are used to quality assure the quality of provision in art and information is triangulated to provide a well developed evaluation.

- Learning walks/pop ins.
- Pupil voice
- Staff voice
- Book look- floor books
- Pupil progress meetings.
- Learning environment checks.

Assessment- A learning journey on the spot assessment system is used and this supports with planning next units within the build, cook, sew structure.