

Design and Technology

Kapow Primary

Intent

Design and Technology education involves two important elements – learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users.

At Brampton, children are encouraged to be critical thinkers and problem solvers who will be able to innovate in this rapidly changing global society. Design and Technology education helps develop children's skills and knowledge in design and materials.

Implementation

The National curriculum organises the Design and technology attainment targets under four subheadings: Design, Make, Evaluate, and Technical knowledge. We have taken these subheadings to be our Primary strands: Design, make, evaluate and technical knowledge.

There are six areas of learning which include: Cooking and nutrition, Mechanisms/ Mechanical systems, Structures, Textiles, Electrical systems (KS2 only) and Digital world (KS2 only).

Our Progression of skills document shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Impact

The expected impact of following the Kapow Primary Design and technology scheme of work is that children will:

- 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.