

**The Wider Curriculum at The Marist
Design and Technology**

Intent: Our Wider curriculum enables each child to be a successful, confident, resilient, articulate and responsible member of our inclusive Catholic Community

Implementation : How we embed our intent in our pupils learning journey at The Marist

Start points

- Theme/ inspiration linked to wider curriculum learning. Cross curricular links where appropriate. Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context
- Big question - topic front cover sheet.
- Inspiration is gathered through historical context and future context eg: what did a product like this look like in the past? What might it look like in the future?
- Developing learning from previous learning using progression of skills.
- Use of subject knowledge - through teaching development or expert visitors.
- National curriculum programme of study.

When designing and making, the children are taught to:

Design:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

Make:

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately.
- select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste.

Evaluate:

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

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	<p>Technical knowledge:</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • understand and use mechanical systems in their products. • understand and use electrical systems in their products. • apply their understanding of computing to program, monitor and control their products • Understand some of the ways that food can be processed and the effect of different cooking practices (including baking and grilling). <ul style="list-style-type: none"> • Clear and comprehensive scheme of work in line with the National Curriculum. • Delivery of design and technology projects with a clear structure. Each year group will undertake a construction topic, a textile topic and a food/drink topic. • Delivery showing clear following of the design process where each project will follow: research, design, make and evaluate. • A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken. • Promote spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experience for later life. • Whole school projects.
<p>Pupil- led learning</p>	<ul style="list-style-type: none"> • Presentation or artwork in class, assemblies and displays e.g. gallery, flower show • Whole school projects • Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology. • Collaborative learning: In design and technology children may well be asked to work as part of a team learning to support and help one another towards a challenging, yet rewarding goal.

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Visits and visitors	<ul style="list-style-type: none"> • Visits and visitors planned to inspire and support learning • Curriculum focus weeks e.g. Arts Week allow rich opportunities, DT days eg: bamboo/ architecture workshop • Flexible timetabling of class teachers to allow for DT days. • Parent helpers/ experts
Local area	<ul style="list-style-type: none"> • Use of local resources e.g. The Lightbox, Wisley Gardens • Pyford and Wisley Flower Show • Parent helpers
Links to understanding wider society	<ul style="list-style-type: none"> • Research of design and technology from different areas of DT including computer aided design. • CAD/Coding club.
Discussion and debates	<ul style="list-style-type: none"> • Opportunities provided to share opinions on artists and their work • Development of evaluative and analytical language when discussing pieces • Presentation of DT accomplishments including public DT displays and galleries / exhibits