

# Furneux Pelham School Curriculum

## Statement of Intent, Implementation and Impact

“Creativity is allowing yourself to make mistakes.  
Design is knowing which ones to keep.”

Subject: Design Technology

Subject Leader: Louise Foley

### Intent

At Furneux Pelham School our curriculum for Design Technology aims to provide a real-life context for design work alongside the development of practical expertise. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. Every project in design technology requires children to identify a specific user for a product with a clear purpose – this ensures children focus specifically upon the discipline of Design Technology.

Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators. We live in a technological age, surrounded by artefacts and systems which have been produced, designed and made for us by other humans working together in a complex range of activities.

# Implementation

Projects will enable our pupils to:

- **Draw upon prior learning**
- **Design**
- **Make**
- **Evaluate**
- **Develop technical knowledge and understanding**

The curriculum is split to follow our mixed age planning policy used throughout the subjects. Over the years, our pupils work with the following aspects:

- Structures, mechanisms, textiles and food in the lower school (Y1 – Y3)
- Structures, mechanisms, textiles, mechanical systems, electrical systems and food in the upper school (Y4 – Y6)

Teachers will plan projects which have meaning and purpose and think about the overall potential of the project. The project title will follow this frame:

*Design, make and evaluate a \_\_\_\_\_ (product) for \_\_\_\_\_ (user) for \_\_\_\_\_ (purpose).*

Every pupil will work on three projects every year. During every project, pupils will have the opportunity to carry out:

- **Investigative and Evaluative Activities (IEAs)**
- **Focused Tasks (FTs)**
- **Design, Make and Evaluate Assignment (DMEA)**

The planned project will be evaluated against the criteria web and adjusted if needed.

Pupils will be expected to work in an iterative way to encourage creative and cyclical thinking at every stage.

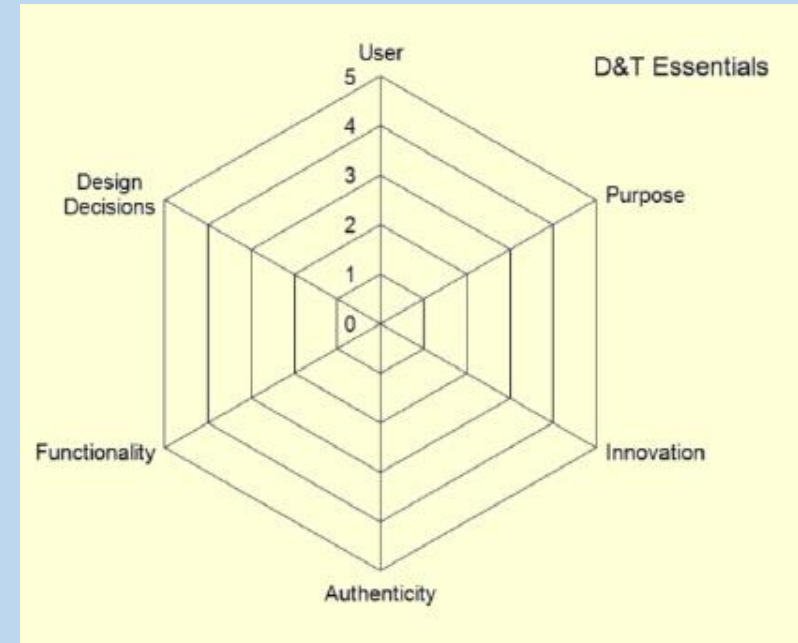
The Design Technology Association planning sheets will be used as a starting point for each project. The process will be followed but the purpose changed so that even if a planning sheet is used twice within the cycle of learning at their time at school, the projects will not be repeated.

## Recording

Every pupil has a design technology book where the projects they carry out are recorded for a clear map of their progress and experience in the subject at their time at our school.

The books are passed up through the school and are used for formative and summative assessment.

Each project should show the required ITAs, FTs and DMEAs. These could take the form of project planning, photographs, printed work, transcripts and evaluations (self and peer).



# Impact

By the time pupils leave our school they will:

- have developed the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.
- have learnt how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Through the evaluation of past and present design and technology, pupils develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of our pupils and ultimately the wider world.