

## Design and Technology Curriculum Statement

**Subject content:** Academic year 2020-21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYs / KS1	All about me	Tell me a story	Bears	Out and about	Down on the farm	Let's go holiday
KS2	Fantasy (Moving vehicles)	Festivals & celebrations	Water (Boats)	India	On the farm (Puppets)	Holidays
KS3	Travel (Shelters)	Inventors & inventions	Kings & Queens	Food & farming	My world (careers)	Solar system and the milky way

**KS4 & KS5: (14 - 19 options):** Open College Network West Midlands (OCNWM)

Skills for living and work – Entry level 1, Entry level 2 & Entry level 3

Jewellery making (Autumn 1&2), Craft design (Spring 1&2), Making a product (Summer 1&2)

### **What are we trying to achieve?**

- Focus on design problems within a flexible range of contexts and topics that are meaningful to them.
- Work on personally motivated design tasks where students take ownership of their work and of their own learning.
- Negotiate individual targets with staff that can be reviewed as required. Students who need to work at a slower pace can do so, and those who work more quickly can be further challenged to develop their work with activities which extend and enrich their experience.

### **How is learning organised?**

Key stage 2 students may be given opportunities to:

- Work with basic tools, equipment, materials and components to make simple products.
- Explore the sensory qualities of common materials and components and how to use them.
- Investigate familiar products and think about who will use them and how they work.
- Understand how mechanisms can be used to make things move in different ways

Key stage 3 students may be given opportunities to:

- Suggest outline plans for designing and making and communicate design proposals.
- Select and use tools, equipment and processes to shape and form materials safely and accurately and finish them appropriately.

### **How well are we achieving our aims?**

This has been achieved through;

- Maintaining, consolidating, reinforcing and generalising previous learning, as well as introducing new knowledge, skills and understanding.
- Using the programme of study as a resource to provide a context in planning learning appropriate to the age and needs of students.
- Focusing on a limited number of aspects of the age-related programmes of study.
- Including experiences which let students at early stages of learning develop knowledge, skills and understanding as part of their everyday activities.