



## Design and Technology Curriculum Statement:



### **Article 28**

Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's human dignity.

### **Article 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### **Article 31**

Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Design and Technology involves applying knowledge and skills when designing and making products fit for a specified purpose. The breadth of our carefully planned curriculum, from Early Years through to Upper Key Stage Two, means that our children will be exposed to the full range of design and make processes, ensuring breadth of learning through a range of contexts, which will include electrical, structural, mechanical, textile and food technology projects.

At St Leonard's these tasks are carefully planned as part of a cross-curricular, thematic scheme of work and are fun and inspiring, real-life opportunities. In addition, design and make tasks will respond to topical issues and current affairs on a range of scales and will develop cultural capital for all pupils as they develop an awareness of the spiritual, moral, social and cultural influences that should also be taken into consideration when designing and making products. The activities undertaken will enable our children to consider the needs of individuals and groups and provide opportunity, in many cases, to design for today's issues and dilemmas.

Undertaking Design and Technology activities in school will give our children opportunities to use a range of materials, tools and processes, and to work independently or as part of a team.

It is our aim that the range of activities undertaken in D&T here at St Leonard's Primary School will allow for depth of learning, as learners are given opportunity to investigate, raise and answer questions in a range of contexts, evaluate and reflect on their own and others' learning and outcomes, developing independence, self-esteem and resilience as they strive to overcome shortfalls or problems whilst also celebrating successful outcomes.