

Facts

1. Design and technology is alive and well in the new proposals.
2. D&T can be clearly found, with science, in the area of learning called 'scientific and technological understanding'.
3. Children will continue to design and make functional products with users and purposes in mind.
4. They will use a range of materials and components, including construction materials, textiles and food ingredients.
5. They will develop and apply their understanding of materials, structures, electrical and mechanical control, and computer control.
6. There are some new and exciting aspects of the subject – children will learn from experts and enthusiasts, go on D&T-related visits, learn about engineers from the past and learn about D&T from other cultures and times.
7. There will be many opportunities to make strong connections between D&T and science and other areas of the curriculum.
8. D&T will also be taught discretely.
9. The proposals from Sir Jim are draft and are being consulted upon in the period up to 24 July 2009.
10. 'Scientific and technological understanding' is positive for children's learning in D&T but not perfect, and we will be working hard to iron out the imperfections between now and the end of the consultation.

Common/possible myths

Myth – subjects are being abolished.

Fact: *all subjects will continue to be taught and have been grouped together into areas of learning.*

Myth – the new proposals mean a return to old-style topic work.

Fact: *the intention is for schools to make strong connections between subjects, not to return to old fashioned topic and thematic work.*

Myth – current planning, practice and resources are no longer relevant.

Fact: *the materials schools are currently using to support teaching and learning in D&T will still be entirely applicable and helpful when the new primary curriculum is implemented – don't throw anything out!*

Myth – D&T can only be linked with science.

Fact: *connections will be made between D&T and science, but this does not preclude essential links being established between D&T and many other subjects and areas of learning e.g. art and design, geography, literacy, numeracy.*

Myth – Technological in 'scientific and technological understanding' means using computers/ICT.

Fact: *'Technological' in this context is shorthand for 'design and technological'.*

Myth – 'designing' has gone from the curriculum.

Fact: *'designing' is an essential component in 'scientific and technological understanding'. It is important to look at the detail of the draft programme of learning and not make a judgement on the basis of the title of the area – see Quotes. The D&T Association and NAAIDT will be working hard during the consultation period to ensure that 'designing' is included in the title.*

Myth – food technology has gone from the curriculum.

Fact: *please see quotes from the draft programme and revised level descriptions which talk about the use of 'ingredients' when designing and making.*

Quotes from draft programme for 'scientific and technological understanding'

Key quote:

'Children should also develop their own design ideas, creating and improving designs for products, mechanisms, structures, systems and control. They should explore and investigate different materials, and use them to provide functional solutions to meet user needs, evaluating and refining their products as they work.'

To make progress children need to learn to:

'observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products'

'apply practical skills to design, make and improve products safely, taking account of users and purposes'

'communicate and model in order to explain and develop ideas, share findings and conclusions'

'continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes'

Also, children should:

'develop practical skills that will help them to make functional products from their design ideas.'

'be encouraged to think creatively and inventively about how things work.'

'explore and explain how significant innovations and inventions have come about and how they have changed the way people live.'

'use design and technology contexts to develop scientific understanding and apply their scientific knowledge to inform their designing and making.'

'gain awareness of the ways that learning in science and design and technology inform other areas of learning, including historical, geographical and social understanding.'

'apply knowledge, skills and understanding when designing and making products using construction materials, textiles and ingredients.'

Quotes from revised level descriptions

Level 1 'They show that, with help, they can create products for a user and purpose, using their practical ideas.'

Level 4 'They apply their knowledge and understanding of materials, ingredients and components, and work with them with some accuracy, paying attention to quality of finish and to function.'

Level 5 'They work with a range of tools, materials, ingredients, equipment, components and processes with some precision.'

FAQs

Q How do I respond to the formal consultation?

A The consultation takes place from 30 April to 24 July 2009. To respond to the draft programmes of learning and revised level descriptions please visit www.dcsf.gov.uk/consultations

Q What do the proposals mean for my own/my school's membership of the Design and Technology Association?

A Your membership of the Design and Technology Association will be increasingly important in keeping you up-to-date with how the new primary curriculum develops and in providing you with the high quality advice and support needed for successful implementation.

Q Will schools get support with implementing the new primary curriculum?

A We expect that the DCSF and QCA will develop a comprehensive support package, beginning no later than January 2010. We anticipate that subject associations will be involved in delivering this package of support.

Q What do the proposals mean for subject leadership/co-ordination?

A The type of cross-curricular planning and teaching envisaged in the new proposals depends on a well-developed understanding of each subject in the primary curriculum. The role of the subject leader/co-ordinator is therefore extremely important in the successful implementation of the new primary curriculum.

Q What does 'curriculum progression' mean for children's learning?

A The statements in the early, middle and later stages of development indicate what is 'new' territory in children's learning. To ensure progression, it is essential that children's learning in one stage is re-visited and further developed in the next, in accordance with the overall approach set out in 'breadth of learning' and expectations in the revised level descriptions. For example, children should design and make products with a range of materials in all stages of development to ensure progression in their learning.

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