Spiritual, Moral, Social and Cultural Development: Design Technology

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| Year Group | Spiritual Development | Moral Development | Social Development | Cultural Development | British Values |
| All | Creativity in making plans. Use of imagination to visualise finished product.  Creativity to amend/improve product as unit progresses.  Tolerance and appreciation of their own and other’s efforts. Self- and Peer-assessment.  Products are tailored for individual users whose needs must be identified, considered and reflected upon. | Children consider the impact of their designing and making on the environment and people.  Learning from mistakes is an important element-children are encouraged to move on from set-backs and improve design. | Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. Mutual respect is engendered through the process of peer evaluation of each other’s work and standards. Children are empowered to take criticism positively and to articulate their views in a respectful and sensitive way.  Pair and group-work encourage collaboration, cooperation and respect for others.  Responsible tool/material use discussed and expected. | Awareness of the moral dilemmas created by technical advances, the impact of ‘winners and losers’ ethos.  How different cultures have contributed to technology. | Tolerant of other cultures. |
| 3 | Creativity in making plans for pizzas and structures and using imagination to amend them as necessary.  Visit to a Church (structure) and consideration of use and purpose. | Discussion of the needs of certain structures/features of towns to provide safety, security and equality of opportunity. | Reflecting on the social issues around food such as price and income. | Giving pupils the opportunity to examine cultural differences in food and diet.  Healthy balanced diet considered as part of the Sandwiches project and how it affects development. | Respect and understand cultural differences in food. |
| 4 | Creativity in making plans for torches/ night-lights, money containers and using imagination to visualise potential issues and amend them as necessary. | Use of recycled/waste material to create torches/ night-lights.  Emphasis on reducing waste in subject by using templates, using materials carefully etc. | Children work in small and larger group to create plans for making torches.  Collaborative sewing requires co-operation and compromise. Children take roles such as chairperson or scribe to support this process. | Use of recycled/waste material to create torches-linked to deforestation (Geog) and effect of waste/pollution on local communities as well as wider environment. |  |
| 5 | Creativity in making plans for soup and using imagination to visualise potential issues and amend them as necessary. | Use of recycled/waste material to create 3d sculptures (fish) and musical instruments. | Creation of Musical Instruments as homework encourages interaction within the family,  Reflecting on the social issues around food such as price and income. | Sustainability and the clear understanding of how this is applied to designing new products is paramount if we are to protect the world’s natural resources.  Healthy balanced diet considered as part of the Soup project and how it affects development.  Children given opportunities to consider the various varieties of soup throughout the world. | Looking at food in other cultures.  Respecting other people’s opinion. |
| 6 | Creativity in making plans for hats and using imagination to visualise potential issues and amend them as necessary. | Use of a paper prototype/template to reduce waste.  Rationed food – children to think about the waste that they produce and how much food they throw away now. | Opportunities to work as a team designing and making a wartime stew recognising others’ strengths, sharing equipment.  Looking at how people had to survive with very little, and how people have to adapt, by planning a meal using rationed food. | Link to Stockport’s history and culture with Hatting focus and trip. What is the significance of hats to other cultures?  Link to WW2 Air-raid shelters and cultural history.  The chn research War time shelters at home. They think about the structure of the shelter, What shelters other cultures have and why? | Understanding others’ cultures when looking at hats from different cultures. |