

Every Child a Leader - Every Chance taken - Every Day Counts  
Subject : Design and Technology



Intent	Implementation	Impact
<p><b><u>Inclusivity</u></b> Our inclusive curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs to be leaders of their own path. It enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. EYFS (Reception) units provide opportunities for pupils' to work towards the Development matters statements and the Early Learning Goals.</p> <p><b><u>Knowledge</u></b> The Design and Technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of our design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical knowledge required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills, knowledge and techniques in food, including where food comes from, diet and seasonality. We aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the knowledge and skills to contribute to future design advancements. We make cross curricular links with other subjects where this is possible to make the subject relevant and meaningful</p> <p><b><u>Vocabulary</u></b> We teach varied and balanced design and technology curriculum with progressive skills and extends knowledge and vocabulary each year. This enables all pupils to access the learning and prepare them for the next stage of learning.</p> <p><b><u>Enrichment</u></b> We believe that enrichment is the key to memorable, effective learning, so we ensure that the children have events/trips linked to their Design and Technology topic. For example, in Year 2 visiting Bekonscot Model Village &amp; Railway to learn more about structures of buildings; school Chef working with the children on how to work safely in the kitchen. We provide many free clubs that further inspire our children to become resourceful, innovative, enterprising and capable citizens; these include cooking, origami, computing and science clubs</p>	<p>All teaching of Design Technology follows the design, make and evaluate cycle. The design briefs are rooted in real life, relevant contexts to give meaning to learning with cross curriculum links where relevant. While making, children are given choice and a range of tools to choose freely from. To evaluate, they evaluate their own products against the design criteria. Each of these steps is taught alongside technical vocabulary. To support this further, knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. We teach Design Technology half termly, with links to computing and maths.</p> <p>Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Guidance on how to support and stretch pupil are also implemented to ensure that learning is accessible to all pupils.</p> <p>To support teachers deliver a highly effective and robust Design and technology curriculum, subject knowledge is vital. Therefore, teacher have access to short videos to develop their subject knowledge and support ongoing CPD. Every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.</p>	<p>After the implementation, Design and technology, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.</p> <p>Assessment of children's learning in Design Technology takes the form of ongoing monitoring of children's understanding, knowledge and skills using key questioning skills built into lessons by the class teacher. Child-led assessment such as success criteria are also used to inform what support and challenge is required by the children. Design Technology is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes measured against age-based progression and pupil interviews.</p> <p>By the time children leave our school they will:</p> <ul style="list-style-type: none"> <li>▪ An excellent attitude to learning and independent working.</li> <li>▪ The ability to use time efficiently and work constructively and productively with others.</li> <li>▪ The ability to carry out thorough research, show initiative and ask questions to develop understanding of the task.</li> <li>▪ The ability to act as responsible designers and makers, working ethically, using materials carefully and working safely.</li> <li>▪ A thorough knowledge of which tools, equipment and materials to use to make their products.</li> <li>▪ The ability to apply knowledge, skills and vocabulary taught in the wider curriculum accurately.</li> <li>▪ The ability to manage risks exceptionally well to manufacture products safely and hygienically.</li> </ul> <p>The impact curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and end of the unit.</p>