

Design and Technology - Intent, Implementation and Impact Statement

Intent

At Edward Wilson Primary School, we value design and technology as an important part of the pupils' entitlement to a broad and balanced curriculum. We aim to create Design and Technology lessons that engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works.

In line with the expectations in the National Curriculum, we endeavour to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Implementation

In the Early Years Foundation Stage, Design and Technology is an integral part of the day, children explore and use a variety of tools and materials through a combination of child-initiated and adult-directed activities. They learn how to Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

The teaching and implementation of the Design and Technology (DT) curriculum is based on the National Curriculum and supported by a DT knowledge and skills progression map that ensures a well-structured approach to this creative subject.

In KS1, pupils are taught:

- *to make purposeful, functional, appealing products using a range of materials creatively*
- *to build structures and explore how they could be made stronger, stiffer and more stable*
- *to explore and use mechanisms*

In KS2, pupils are taught:

- *to use research and develop design criteria to inform the design of innovative, functional, appealing products aimed at certain individuals*
- *to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, and pattern pieces etc*
- *to select from and use a wider range of tools and equipment to perform practical tasks accurately*
- *to investigate and analyse a range of existing products, evaluate their ideas and products against the design criteria and consider the views of others to improve their learning*
- *to apply their understanding of how to strengthen, stiffen and reinforce more complex structures*

The DT units closely link to themes in other areas of the curriculum to give pupils the opportunity to deepen their knowledge and understanding.

Teachers plan appropriate activities and choose suitable resources in order for pupils with special educational needs and disabilities (SEND) have equal access to the DT curriculum.

Assessment for learning strategies (AFL) are used throughout lessons to check pupils' understanding and address any misconceptions.

Pupils' progress is based on the National Curriculum objectives:

- Design
- Make
- Evaluate
- Technical Knowledge
- Cooking and Nutrition

Impact

Through engaging and interesting units of work, children demonstrate their enjoyment of the subject. Across the school they learn different skills and techniques which they can then apply in their own everyday lives. Photographic evidence of the pupil's outcomes shows good collaboration in designing, making and evaluating. Pupil interviews evidence a good understanding of technical vocabulary associated with DT.