Intent, Implementation and Impact Statement

Intent

At St John's Primary School our Design Technology curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a *designer*. We want pupils to develop the confidence to question and observe innovative designs, to analyse and evaluate in various ways, and critique theirs and others designs. Through our curriculum of work, we aim to inspire pupils to be *innovative and creative thinkers* who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take *risks*, through drafting design concepts, modelling, and testing and to be *reflective learners* who *evaluate* their work and the work of others. Through our curriculum of work, 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 skills to contribute to future design advancements. We hope to encourage pupils to become *resourceful, active citizens* who will have the skills to contribute to and improve the *world* around them.

Our curriculum encourages:

- A strong focus on developing creative and evaluative skills.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of being able to take risks.
- A deep interest in future product design.
- A growing understanding of how to be a resourceful and active citizen.

Our Design Technology curriculum of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the Early Learning Goals, while also covering foundational knowledge that will support them in their further Design Technology learning in Key stage 1 and Key stage 2.

Design Technology at St. John's C of E Primary School

Implementation

The National curriculum organises the Design Technology attainment targets under the three subheadings or strands,

With Technical knowledge underpinning each strand:

- Design
- Make
- Evaluate

Underpinned by Technical knowledge

St John's, Design Technology curriculum has a clear progression of skills and knowledge within these strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Cooking and nutrition is given a particular focus in the National curriculum and we have made this one of our key areas that pupils revisit throughout their time in primary school:

- Cooking and nutrition
- Mechanisms/ Mechanical systems
- Structures
- Textiles
- Electrical systems (KS2 only) ● Digital world (KS2 only)

Design Technology at St. John's C of E Primary School

St John's Design and technology curriculum enables pupils to respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in the six key areas. Each of our key areas follows the design process:

- design
- make
- evaluate

Each focus has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. Our whole school approach to planning ensures that key areas are revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning. 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. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and technology curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Design Technology is taught on three occasions throughout the year and a whole school approach, through our Long Term Plans, is taken to ensure that subjects do not overlap, are repeated or omitted. This approach also ensures that the DT topics can be linked to other cross curricular topics whether that be foundation or core subjects.

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Design Technology at St. John's C of E Primary School

Impact

The impact of Design Technology at St John's can be constantly monitored through both formative and summative assessment opportunities. Each lesson enables teachers to assess pupils against the learning objectives. Having followed our Design and technology programme of lessons over their time in primary school, pupils should leave our school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

The expected impact of DT planning at St John's is that children will:

Understand the functional and aesthetic properties of a range of materials and resources.

Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.

Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.

Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.

Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.

Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.

Self-evaluate and reflect on learning at different stages and identify areas to improve.

Meet the end of key stage expectations outlined in the National curriculum for Design and technology.

Meet the end of key stage expectations outlined in the National curriculum for Computing.