Design and Technology

Curriculum Intent:

DT should provide children with a real-life context for learning. It helps to prepare children for tomorrow's rapidly changing world. We want to allow children to aspire to be more thorough by creating opportunities for them in the wider world. They learn to become problem solvers, both individually and as members of a team. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, vehicles and food products with a real-life purpose. The questions posed are, "What can I do to solve this problem?" and "How am I going to do it?" The children are given opportunities to work through a problem, reflect and evaluate their work, in order to build upon their ever-growing knowledge.

Implementation

All teaching of DT should follow the design, make and evaluate cycle and be rich in language to promote the successful acquisition of knowledge and understanding. Each stage should be rooted in technical knowledge. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary. DT should be taught to a high standard, where each of the stages should be given equal weight. There should be evidence in each of these stages in the children's learning, which should also develop to show clear progression.

Impact

The Impact of our Design and Technology curriculum can be seen in our children's books and through classroom displays and the school environment. Everything we do is with the child in mind, and strong relationships are built between pupils and staff which create an atmosphere for learning which is conducive to success. Children will know more, remember more and understand more about Design and Technology.

The large majority of pupils will achieve age related expectations in Design and Technology.

As designers, children will develop skills and attributes they can use beyond school and into adulthood.

We measure the children's learning by:

- Images of the children's practical learning
- Pupil voice

- Pupil's books
- Marking of work
- Reporting of standards

Children in EYFS are assessed within the Expressive Arts and Design and their progress is tracked termly.