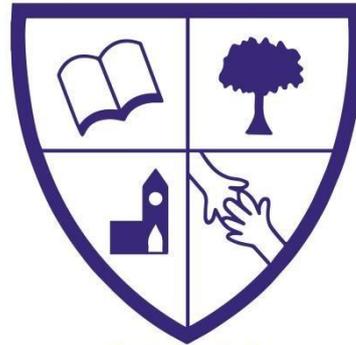


Turton & Edgworth



C.E.M.P.S.

Design Technology Intent, Implementation & Impact Policy

Compiled by:	DT Lead – Robyn Valentine
Presented to staff:	June 2021
Presented to Governors:	
Presented to Parents/Carers:	
To be reviewed:	Every 2 years
Review dates:	April 2023
Amendments:	

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"I came that they may have life and life in all its fullness" (John 10:10)

Intent

At Turton and Edgworth Primary School, it is our intent that Design Technology prepares our children for an ever-changing world where technology is developing at a rapid rate. We want to educate and support our children with real life context for learning, whilst also giving opportunities to learn about the past and present technology. It is central in our Design Technology curriculum to provide children with the skills to creatively design and make keeping the three points in mind throughout- make something, for someone, with some purpose.

The Design and technology curriculum aims 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 scheme 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. Our Design and technology scheme of work 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. Our EYFS units provide opportunities for pupils to work towards the Development matters statements and the Early Learning Goals.

The skills learnt in Design Technology also help with learning across the curriculum and we particularly focus on links with STEM subjects.

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Implementation

Our Design Technology curriculum is designed to offer a range of exciting topics that help our children to solve real and relevant problems, ensuring continuity, progression and enabling a focus on the process as well as the end product. Through different units we apply a range of technical skills including mechanisms, computing, electrical control, construction, textiles and a range of materials including food. Pupils draw upon knowledge from various other subjects making cross curricular links wherever possible to broaden and deepen knowledge and understanding. Every child will have a Design Technology book which will travel with them through the school to show their 'DT journey'.

At Turton and Edgworth Primary, we also factor in a STEM unit in each class which combines science, technology, engineering and maths. This is an opportunity for our children to showcase their learning and to enthuse them even further into the world of technology and engineering.

The National curriculum organises the design and technology attainment targets under four subheadings: Design, Make, Evaluate, and Technical knowledge which we use to show clear progression of skills and knowledge within these strands and key areas across each year group. Our National curriculum overview shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands. Our Progression of skills shows the skills and knowledge that are taught within each year group and how these skills 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 six key areas that pupils revisit throughout their time in primary school:

- Cooking and nutrition
- Mechanisms/ Mechanical systems
- Structures

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- Textiles
- Electrical systems (KS2 only)
- Digital world (KS2 only)

Through our design and technology scheme, pupils 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 and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The scheme which we follow is a spiral curriculum, with key areas revisited consistently with increasing complexity, allowing pupils to revisit and build on their previous learning.

Our 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.

Early Years:

Pupils will experiment to create different textures and to manipulate materials to achieve a planned effect. They will construct with a purpose in mind, using a variety of resources and simple tools and techniques competently and appropriately. Pupils will be making sense of the 'made world' in which they live. By making, changing and modifying (or designing) things for themselves, pupils will gain greater understanding of their world.

Key Stage 1:

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Pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and construct objects safely and may use ICT as part of this process.

Key Stage 2:

Pupils work on their own and as part of a team participating in a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved on their own and other people's designs. They draw upon knowledge and understanding from other areas of the curriculum.

Impact

The impact of our Design Technology curriculum is consistently monitored through both formative and summative assessment opportunities. We assess pupils against the learning objectives in each lesson and use 'end of unit knowledge catchers' which can be used at the end of the unit, allowing clear assessment of children's understanding and progression. After delivering our broad design and technology curriculum, our children 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.

Children will also have a clear confidence in design and technology that they will then apply to other areas of the curriculum. Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school. As designers children will develop skills and attributes they can use beyond school and into adulthood.

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