

## **Design and Technology (DT) Intent, Implementation and Impact** **Collingtree CE Primary School**

### **Intent (the what)**

At our school, children receive a design and technology curriculum which allows them to exercise their creativity through designing and making. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life. D&T allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art.

Children's interests are captured through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning. Children will learn basic cooking skills.

### **Implementation (the how)**

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

All teaching of DT should follow the design, make and evaluate cycle. 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. The key skills we teach the children are:

- sewing and textiles
- cooking and nutrition
- electrical and mechanical components
- Using materials D&T is usually taught in in short blocks

See the DT Long Term Plan for specific detail and DT progression document.

### **Impact**

By the time children leave our school they will have:

- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.

- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge and skills accurately.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject.

We expect the vast majority of children to achieve the national curriculum age-expected standards at the end of each academic phase of teaching (Y1/2, Y3/4 and Y5/6). These standards (detailed in the national curriculum) summarise the knowledge, skills and understanding that children should have gained. Our procedural knowledge progression documents give further detail of the specific knowledge we expect the pupils to have retained and the skills we expect them to have acquired. We assess progress against these standards by using teacher assessment from a variety of sources including observation of skills and practical work.