



Design Technology Intent, Implementation and Impact

Intent:

- For pupils to build upon skills and knowledge year by year, building on their progress from Key Stage 1.
- For pupils to gain a range of experiences that enhance their skills, preparing them for the next stage in their education.
- That pupils learn how to apply learnt skills independently and with confidence.
- That pupils use the correct vocabulary to communicate their ideas effectively.
- That our Design and Technology lessons are thought provoking and encourage discussion.
- For pupils to understand that we don't all have the same ideas and that this is OK.
- That our Design and Technology curriculum provides inclusive learning for all.
- That our Design and Technology curriculum provides a real-life context and experiences which aim to deepen understanding so the children are excited and motivated to learn more.
- For pupils to understand that Design and Technology has shaped our history and contributed to the culture, creativity and wealth of our nation.

Implementation:

- The Key Stage 2 National Curriculum Aims are taught consistently, following the 'Kapow Primary' scheme of learning.
- Teaching in school is supported by a clear skills and knowledge progression, which builds on the progress pupils have made in Key Stage 1 (Tibshelf Infant School also follow the Kapow scheme).
- Design and Technology projects are taught on a two-year rolling cycle to ensure that all pupils complete 12 projects in Years 3 and 4 and a further 12 projects in Years 5 and 6. The Kapow 'Mixed-Age DT Progression of Skills and Knowledge' document is followed to ensure that all pupils build upon skills learnt in previous year groups.
- Through using the creative units of work provided in the Kapow scheme and linking these units (where possible) to other curriculum topics being taught, teachers ensure that learning within Design and Technology is focused upon the current needs and interests of the children.
- Coverage within the progression of skills and knowledge for Design and Technology includes the aspects of designing, making, evaluating, technical knowledge, the digital world and cooking and nutrition.
- Good quality tools and materials are provided to the pupils, which they should become increasingly confident in choosing independently.
- Each stage of the design, make and evaluate process is given equal weight to ensure high quality teaching.
- Teachers plan and differentiate activities to meet the needs of students which enables a good balance of teacher-led and child-led learning.
- Formative assessment takes place throughout lessons and is used to inform the next step in planning and teaching. Teachers also record pupil progress in the different strands of each unit of work at the end of each unit.

Impact:

- When pupils leave Town End Junior School, they demonstrate:
 - 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 a 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 well to manufacture products safely and hygienically.
 - A passion for the subject.

We measure the impact of our curriculum in the following ways:

- Continuous adult-pupil discussion throughout the design, make and evaluate process.
- Continual marking and assessment of the children's work in the moment.
- Teaching staff assess children's ability in Design and Technology at key points within the year.
- Pupil progress is monitored closely and used to inform teaching, before being shared between year groups upon transition.
- Learning walks – by the subject leader.
- Discussions with pupils by the subject leader in order to hear the 'child's voice'.