<u>Design and Technology – Intent, Implementation, and Impact</u>

<u>Intent:</u>

At Oulton Primary School we intend to build a Design Technology curriculum which is inspiring, rigorous, and practical. We want our children to use creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We intend for all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum. It is our aim to create strong cross curricular links with other subjects, such as Mathematics, Science, Computing, and Art. We want Design and Technology to prepare our children, to give them the opportunities, responsibilities, and experiences they need to be successful in later life.

<u>Implementation:</u>

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum.
This is implemented through:

- A well thought out, whole school, yearly overview of the DT curriculum which allows for progression across year groups in all areas of DT (textiles, mechanisms, structures, food and electrical systems)
- Well planned and resourced projects providing children with a hands-on and enriching experience
- A range of skills being taught ensuring that children are aware of health and safety issues related to the tasks undertaken
- Teachers being given ownership and flexibility to plan for Design and Technology; often teaching DT as a block of lessons to allow the time needed for the children to be critical, inventive and reflective on their work.
- Each project from Year 1 to Year 6 addressing the principles of designing, making, and evaluating and incorporating relevant technical knowledge and understanding in relevant contexts.
- Pupils being introduced to specific designers, chefs, nutritionists, etc. helping to engender an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future.

As a school, we promote Design and Technology in the wider school through a DT after school club and a weekly gardening session in EYFS. Where the children learn about where our food comes from by growing their own, and the importance of a balanced, healthy and varied diet and how to prepare this. We have an allotment plot at school and each year group is in charge of their own patch, to grow and harvest food.

Early Years Foundation Stage
During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have the opportunities to learn to:

- Use different media and materials to express their own ideas
- Use what they have learnt about media and materials in original ways, thinking about form, function and purpose
- Make plans and construct with a purpose in mind using a variety of resources
- Develop skills to use simple tools and techniques appropriately, effectively and safely
- Select appropriate resources for a product and adapt their work where necessary
- Cook and prepare food adhering to good health and hygiene routines

Impact:

Children will have clear enjoyment and confidence in Design and Technology that they will then apply to other areas of the curriculum. Through carefully planned and implemented learning activities the pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They gain a firm foundation of knowledge and skills to see them equipped to take on further learning in High School.

Pupil's skills and knowledge are assessed ongoingly by the class teacher, throughout lessons and a summative assessment is completed termly. This informs the Design and Technology coordinator of any further areas for curriculum development, pupil support and/or training requirements for staff. EYFS pupils' progress and attainment tells us whether each individual child is below expected, at expected or above expected attainment for their age.