



Design and Technology Curriculum Statement

Intent	Implementation	Impact
<p>The National Curriculum for Design and Technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and • to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high • quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook. <p>At Teagues Bridge Primary School, we believe Design and Technology is an inspiring, creative and practical subject which involves the children in learning about the world around them. We believe that Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team.</p>	<p>Through a variety of creative and practical cross curricular activities, we teach the knowledge, understanding and skills needed in the process of designing and making. The children design and create products that consider function and purpose and which are relevant to a range of sectors (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).</p> <p>When designing and making, the children are taught to:</p> <p>Design:</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design. <p>Make:</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately. • select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste. 	<p>We ensure the children:</p> <ul style="list-style-type: none"> • develop the skills needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • develop their knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • learn how to critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook. <p>Assessment for Learning reflections take place at the end of lessons and are used to show teachers what children have understood and provide the opportunity to identify misconceptions which need addressing in the next lesson.</p> <p>Marking is used to address misconceptions, evaluate children's learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.</p> <p>Ongoing questioning throughout lessons is used by all teachers and the outcome of this questioning is used to adapt lessons in response to the needs of children.</p>

At Teagues Bridge Primary School, we encourage children to use their 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. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

We aim to, wherever possible, link work to other areas of the curriculum such as mathematics, science, engineering, computing and art.

Evaluate:

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge:

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products.
- understand and use electrical systems in their products.
- apply their understanding of computing to program, monitor and control their products
- Understand some of the ways that food can be processed and the effect of different cooking practices (including baking and grilling).

Key skills and key knowledge for D&T have been mapped across the school to ensure progression between year groups and where appropriate, 'Projects on a Page' are used to support the planning and delivery of D&T. Each project planned will incorporate one of the following areas:

KS1 – structures, mechanisms, textiles, food

KS2 – structures, mechanical systems, electrical systems, CAD, textiles.