**Amport CE (Aided) Primary School**

**COURAGE COMPASSION RESPECT**
**Intent Statement**
**Design Technology**

**Intent**

**To provide a broad and balanced curriculum that provides varied and exciting opportunities to develop skills and knowledge through designing and making a range of products involving: food, textiles, structures, levers and electricity**

| **Implementation** | **Impact** |
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| The teaching of Design Technology follows the national curriculum through the use of the HIAS approved planning 'Projects on a Page' | Teachers have access to a high standard of planning which enables them to teach the DT curriculum to a high standard |
| A structured, 2 year cycle long term map is in place which ensures each area of DT is covered. Where possible the DT links to other curriculum areas | Children have the correct coverage of D.T and the progression of skills is clear |
| Children design products with a purpose in mind and can identify an intended user. Children are taught how to come up with their own product specifications | Children will make at least good progress within the subject of DT throughout KS1 and KS2 |
| Food technology is taught in every year group across the school following the same 'Projects on a Page' planning | Having a clear purpose and user in mind allow children to ensure their designing is specific |
| As part of their learning about food children are taught where food comes from, the importance of a healthy and varied diet and how to prepare this | Teaching food technology ensures that children re-visit and build upon skills taught in previous years. As a result of this, children will leave Amport school with a good understanding of the skills used to create simple savoury dishes |
| | Children will leave Amport school at the end of KS2 with a secure understanding of the importance of a healthy and varied diet which will support their food choices in later life |

| **Intent**<br><br>**To offer inspirational, rigorous and practical lessons which encourage use of pupils' imagination and creativity** | |
|---|---|
| **Implementation** | **Impact** |
| HIAS suggested planning units 'Projects on a Page' are followed. Each unit has structured, rigorous practical lesson planned<br><br>All units have practical sessions planned into them where children can practise and refine key skills needed to produce final product. For example – cutting techniques, joining techniques<br><br>Each lesson is clearly structured and the progression of skills between year groups is clear<br><br>Each unit offers opportunity to create a product where the children can use their creativity and imagination. For example – designing a pencil case<br><br>In EYFS there are opportunities within teacher led and child-initiated sessions to access a range of resources which they can use creatively and imaginatively to make products. The EYFS Staff are skilled in supporting and developing children's skills and moving them forward. In EYFS, the staff start to introduce the language of purpose and user and ask children to identify these | Children will have had time practising and developing skills needed to complete a final product<br><br>Children will be familiar with a range of techniques which they can draw upon to support them with a finished product<br><br>Focussed and structured lessons ensure that children have adequate time to learn and practise new skills whilst building upon previous skills learnt<br><br>Open ended projects enable children's individual creativity to shine through. Children take pride in their work and celebrate theirs and others' success<br><br>Children enter KS1 with a good understanding of DT technical vocabulary. They have good basic skills on which to build upon during KS1. Being able to identify a user and purpose supports the transition from EYFS to KS1<br><br>Children have regular opportunities to showcase their finished products to family, friends and other children within the school |

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<tr><th colspan="2">Intent<br><br>Children will draw on prior knowledge from previous learning in DT and other curriculum areas to design products that solve real and relevant problems in a variety of contexts considering their own and others' needs, wants and values</th></tr>
<tr><td>Implementation<br><br>Children experience designing a range of purposeful, functional and appealing products for a particular purpose. For example – Board games to share with the younger children. Time is planned into the curriculum for these products to be then shared with the intended users before evaluation<br><br>Children will be able to identify the user the product is being designed for and begin to contribute to the design criteria.<br><br>Where possible, the DT units will link to other areas of the curriculum e.g. Puppets links to English<br><br>Children often work collaboratively to generate ideas<br><br>Through adult led discussion, children will generate ideas and present these in a variety of ways (e.g. talk partners, posters, drawings)</td><td>Impact<br><br>Children design specific products for intended users. Children enjoy creating and designing products to be shared with others in the school<br><br>Children are inspired by others work and draw on ideas they have seen to improve their own work<br><br>Children collaboratively come up with ideas and work together to solve problems, a skill that they will need throughout their school years and in later life<br><br>Children build upon skills each year through focusing upon the same themes</td></tr>
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<tr><th colspan="2">Intent<br><br>To ensure that the Design and Technology curriculum combines skills, knowledge, concepts and values which allow children to tackle real life problems and take calculated risks so that they become resourceful, innovative, resilient learners capable of peer and critical self-evaluation</th></tr>
<tr><td><u>Implementation</u><br><br>Children will learn a range of practical skills which they will then apply when making their product. They will also select materials appropriate to the design and purpose of their product<br><br>All products made, where possible, are intended for real life situations<br><br>DT lessons are a safe place where children can take risks during their designing and making process. They are encouraged to try out new ideas and adapt them if they don’t work. Mistakes are encouraged and children use these to learn and improve their designs<br><br>Children are taught to evaluate their own and others work. They are taught how to do their constructively and considerately. They are encouraged to identify their mistakes and areas to improve</td><td><u>Impact</u><br><br>As designers, children will develop skills and attributes they can use beyond school and into adulthood<br><br>Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons<br><br>Summative assessment is conducted termly by class teachers to inform the subject leader of progress or skills and knowledge still to be embedded</td></tr>
<tr><th colspan="2">Intent<br><br>To encourage children to develop perseverance and resilience to failure by solving problems through creative adaptation and intervention, both independently and as members of a team</th></tr>
<tr><td><u>Implementation</u><br><br>Children are encouraged to think about any problems they may encounter with their product design and making. They know that they can seek help from adults and peers. They are encouraged to ‘have a go’ and see if they can correct any problems through trial and error</td><td><u>Impact</u><br><br>Children are prepared with skills that are transferable to future work life</td></tr>
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