



Design and Technology Curriculum

Intent, Implementation, Impact

Intent:

At Hazelbury Bryan Primary School Design and Technology is fully inclusive to every child.

The aims of teaching design and technology in our school are:

- Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
- Enable children to talk about how things work and to develop their technical knowledge,
- Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users,
- Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures,
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society,
- Foster enjoyment, satisfaction and purpose in designing and making things,
- Critique, evaluate and test their ideas and products, and the work of others,
- Understand and apply the principles of nutrition and to learn how to cook,
- Understand how key events and individuals in design and technology have helped shape the world.

Implementation:

To ensure high standards of teaching and learning in Design and Technology, we implement a curriculum that is progressive throughout the whole school. Design and Technology is taught as part of termly topics, focusing on knowledge and skills stated in the National Curriculum. At Hazelbury Bryan, we ensure that Design and Technology is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The Design and Technology curriculum at Hazelbury Bryan Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their Design and Technology lessons suitable to their class's interests and what they want to learn about. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching Design and Technology, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

At Hazelbury Bryan Primary School, we provide a variety of opportunities for design and technology learning to take place inside and outside the classroom, teachers make use of the extensive grounds and outdoor learning area when planning for their students. Alongside our curriculum provision for

Design and Technology, we also provide all pupils with the opportunity to participate in DT based after school clubs.

Impact:

Within Design and Technology, we strive to prepare children to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to become creative problem-solvers, both as individuals and as part of a team. Through the study of Design and Technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past Design and Technology, its uses and its impact. Our Design and Technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of work in books.

