Design and Technology

Intent, Implementation and Impact Statement

Vision - "Technology makes possibilities: Design makes solutions."

John Maeda

Intent (What we want to achieve)

At Devonshire, we aspire for Design and Technology to be an engaging, effective and an enriching curriculum for all pupils, from EYFS to Year 6. It is important that the subject meets the needs of our pupils, has a clear progression of skills throughout the years and that the pupils secure good outcomes with a wealth of knowledge. Through a stimulating and inclusive Design & Technology curriculum, at Devonshire we seek to ignite the creativity and problem-solving skills of all pupils, particularly those from disadvantaged and EAL backgrounds.

We foster a "can-do" attitude, celebrating diverse perspectives, and equipping them with the confidence to design and build solutions for the real world. High-quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

We aim to:

- 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.

Implementation (How we will do this)

A clear golden thread that is applied in Design and Technology is a clear sequence of lessons, starting with an investigation lesson, practising key skills that the pupils will be using when making, designing their product, making and then evaluating. This process allows pupils to improve their knowledge of the specific subject, and gives them the best technical knowledge to help them with designing, making and evaluating.

Pupils acquire a broad range of subject knowledge and draw on other disciplines such as mathematics, science, engineering, computing and art within the DT curriculum, which is considered in our curriculum planning.

The Design and Technology curriculum at Devonshire has been carefully built around the learning opportunities, assessment and the end of Key Stage expectations for each year group, crafted to ensure progression and repetition in terms of embedding key learning, technical knowledge and practical skills. Pupils' work is displayed in individual DT booklets that document each stage of the design, make and evaluate cycle. This shows clear progression across the key stages and the year. Each class completes a topic per half term. Within the DT booklet, there is a clear opportunity for pupils to self assess their work in each of the investigations, practise key skills, design, make and evaluate cycles.

At Devonshire, consulting with staff and pupils, we have created our scheme of work for Design Technology.

- We have individual DT working Booklets for pupils learning in Design Technology through the process of designing, making and evaluating products.
- CPD sessions will ensure that teachers know and understand the expectations for Design Technology for their year group and others.
- Clear MTP's and lesson overviews will allow teachers to teach effective and knowledgeable lessons that align with the vision.
- Pupils' have the opportunity to display their work in a 'gallery' so that all work can be valued.

Impact (What the outcomes will be)

- Good Design Technology outcomes are shown through work in pupils DT Booklets. The progression of Design Technology skills are clear across the school and there is evidence of individual progress from starting points to final pieces.
- Design Technology opportunities are carefully planned linking where possible to units of work in other subjects, for example, Maths, Science, Geography or History.
- Effective modelling of targeted skills allows pupils to create products safely.
- Displays not only promote and celebrate excellence in Design Technology across the curriculum, but also encourage pupils to value their own work and that of others.
- Clear teaching and learning questions enable high quality teaching of core skills to enable good Design Technology outcomes.
- Real life contexts are selected carefully to motivate pupils and promote problem-solving skills.