

## **Design and Technology - Intent, Implementation and Impact**

**"Everything begins with an idea." Earl Nightingale**

### **Design & Technology Intent**

At Rushey Mead Primary School, our children are able to exercise and develop their creativity and engage their curiosity through designing and making. Our design and technology curriculum encourages our children to think creatively, show resilience and become independent problem solvers. It is designed to engage, inspire and challenge pupils, whilst learning how to design and make. We aim to, wherever possible, link work to other areas of the curriculum such as mathematics, science, computing, history, art, British Values and safeguarding. As pupils progress, they should gain a deeper understanding of how design and technology reflects and shapes our history, and how it contributes to the culture, creativity and the wealth of our world. Skills are taught progressively to ensure that all children are able to learn and practice. The children are also given opportunities to explore, reflect upon and evaluate their own products and past and present design technology.

### **Design & Technology Implementation**

- At Rushey Mead, teachers deliver the National Curriculum, utilising the resources from the Cornerstones scheme as a basis to plan and deliver high-quality and engaging design and technology lessons.
- Design and technology units follow a design - make – evaluate format.
- Each child has a Design and Technology book which follows them throughout their time in school giving them the ability to look back and reflect on their progress. Children use their books to make initial designs, plans, record ideas and develop opinions.
- Teachers are given ownership and flexibility to plan for Design and Technology; often teaching DT as a block of lessons or having DT days to allow the time needed for the children to be critical, inventive and reflective on their work.
- Safety is explained and modelled at the start of and throughout each product including food hygiene instructions.
- Cross-curricular links are promoted to allow all children to deepen their understanding across the curriculum.
- Teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge.
- Evaluation opportunities are planned into each unit of work in KS1 and KS2. Children are encouraged to be articulate by reflecting, sharing their opinions (oracy) and making informed observations about what will improve their own and their peer's practical work.

### **Design and Technology Impact**

By implementing the above, Rushey Mead Primary School pupils will have regular opportunities to develop both new and existing skills in Design and Technology within every year group. Children will experience enhanced and widened knowledge through meaningful cross-curricular links and be equipped with key knowledge and skills. This will show a clear progression through the pupil's school career. Pupils will be able to design functional appealing products based on a design criteria and be able to work with a wide range of materials and tools to construct their designs. Pupils will be confident and able to critically evaluate their product against the design criteria to see how it could be improved. As designers, children

will develop skills and attributes they can use beyond school and be able to participate in a rapidly changing world.

## **EYFS**

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 and use different media and materials to express their own ideas. Feedback and support from adults, allows children to develop proficiency, control and confidence. Pupils make plans and construct with a purpose in mind using a variety of resources. The children develop skills to use simple tools and techniques appropriately, effectively and safely. They prepare food adhering to good health and hygiene routines. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem. Children also listen to stories about children being engineers and other children developing their resilience when problem solving something they are making.