



## Design Technology

### 1) What is the intent?

In the DT curriculum: What is the intent behind the sequence of learning / curriculum?

(Guided by The National Curriculum)

- Children will be taught key **knowledge**, **skills** and **vocabulary** through **skills based** lessons within each year group.
- The National Curriculum highlights **cooking and nutrition**, **design**, **make**, **evaluate** and **technical knowledge**. Children will explore, develop and master these areas within each year group and progressively across the school.
- Children will be given opportunities to practise their technical skills in order to become proficient in these areas. They will be encouraged to develop their creativity through experimentation, evaluation and use of a variety of materials.
- Children's language will be developed through explicit teaching of **technical vocabulary** (as highlighted on the school curriculum overview). This will support and enrich high quality talk about their own work and that of other designers.
- Children will develop their critical thinking as they reflect on and evaluate their own and others designs, techniques and outcomes using the taught technical language.
- Children will be given opportunities to engage and express themselves creatively using quality resources.
- Children will research designers, to develop their awareness and understanding how design has shaped the world we live in. They will take

inspiration from known designers and be able to describe similarities and differences between the work of designers and their own work.

- **British values** will be embedded in the DT curriculum by respecting and appreciating DT (e.g. examples of bridges, buildings as well as smaller design projects such as car designs, mobile phones or similar) from around the globe. They will understand how design technology can shape our history and the contribution that can be made to our nation both creatively and culturally.
- **In KS1** Children will be given opportunities to try a range of designs and will verbally evaluate using taught technical vocabulary.
- **In KS2** Children will record, test and technically evaluate designs before creating their final product.

## 2) Implementation – Design Technology Leaders will use:

- Lesson observations and learning walks.
- Long term and medium term planning reflected within year group planning.
- DT questionnaire for teachers- what do teachers need to support them in teaching DT?
- Continue links with Secondary school expertise within TPLT.
- Pupil conferencing ~ talking to the children and listening to them about their learning and understanding design technology.
- Talk to teachers and support staff – are they teaching the intended curriculum? (Staff Meeting 10 minute take overs).
- Teachers will plan using the Curriculum Overviews CBPSA DT assessment grids to ensure there are excellent outcomes and so that our previously higher or lower attaining artists are supported and challenged.

## 3) What is the impact?

- Children will build upon skills learned previously in cooking and nutrition, design, make, evaluate and technical knowledge and develop a greater depth of knowledge and mastery of those techniques.
- Children will revisit past vocabulary and learn new technique specific vocabulary.
- Children will feel able to explore and experiment with techniques and media and understand the exploration as a process to developing, fine tuning and evaluating their skills thus developing their creativity.
- Children will have an awareness of the many different craftsmen and designers in the past and modern day and understand how the techniques they are learning about link to the work of those artists. They will respect each artist's creative contribution.

- The use of quality materials and resources will reflect in a high quality of work produced and pride in the artwork produced. Children will respect and care for the resources used.
- Photos of products (particularly in the FS Tapestry journals and KS1) will evidence children's learning.
- Pupil conferencing- children will be able to talk about their own work and the work of other artists using technique specific vocabulary.

#### **4) What will excellence look like in Design Technology?**

- Teachers will know the intent of DT – why we are teaching it, what we are teaching and when we are teaching it.
- Topic planning will show progression of cooking and nutrition, design, make, evaluate and technical knowledge skills being taught throughout the school.
- Children enjoying DT lessons and embracing their creativity through exploration of skills. In KS2 that exploration will be documented in written evaluations and products that have been built.
- Quality work being displayed or photographically recorded on the T-drive.
- Children will speak confidently and enthusiastically about their own work and the work of other artists using technical DT vocabulary.
- Children and adults will have an appreciation and respect for a variety of craftsmen, designers and architects from around the globe.
- CBPSA assessment grids being used by teachers to support and challenge previously higher and lower attaining children.