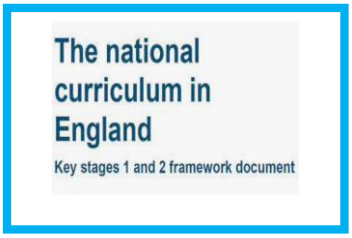
Design and Technology Implementation Statement

Overall aim: To engage and inspire children to use their creativity and imagination to design and make products that solve real and relevant problems. Children will combine their broad subject knowledge of mathematics, science, computing and art to create high quality products.



Implementation of

Design Technology is taught alongside Knowledge Rich Projects within Curriculum Maestro. There is a design and technology skills progression document that details national curriculum links from year 1 to year 6. Design technology units should all have design criteria to ensure children create meaningful and purposeful projects.

COLD → **GOLD**

Sticky knowledge

- Sequence of teaching
- Vocabulary
- Cross curricular links
- Skills progression through year group
- Designing and creating for a purpose

How are we meeting the needs of all learners?

- Cold to gold task assessment
- Sequential teaching sequence
- Know, understand evaluate statements
- Differentiation/ Inclusion
- Split teaching

Links to core skills (language, reading, writing and maths)

- Cross curricular opportunities through topic – technical vocabulary.
- Evaluation of own and each other's creations.
- Evaluating in both spoken and written forms.
- Creating meaningful and memorable experiences.
- Applying geometry skills to design technology including shape, symmetry, proportion, balance, precision and measurement.
- Using maths skills for managing budgets and costings.

Opportunities for enrichment

- Curriculum Days
- Miles Away Monday and Far Away Friday
- STEM weeks
- Food and Nutrition units within KRP.
- Visits to Baltic, The Word, Discovery Museum, Technology Tom.
- Opportunities to learn about designers and chefs and to learn a crucial life skill.