

Design and Technology Intent, Implementation and Impact Statement

At St Paulinus, our Curriculum intent is driven by our Mission Statement, “To Love one another as I have loved you.”

We believe that our shared vision and aims for our curriculum can be summarised using an acronym for **love**, which is at the heart of what we do:

Learn

Opportunities

Value

Experiences

These ‘Love Values’ are central to our commitment to ensuring that all pupils receive the best possible education and can be visible across all curriculum areas, including Design and Technology.

Intent – What do we aim for?

At St. Paulinus Catholic Primary School our teaching of Design and Technology aims to inspire our children through a wide range of practical experiences that will support their skills development and provide them with opportunities to relate their learning to real life situations. The teaching of Design and Technology allows our children to develop and utilise skills learned from other subjects such as Mathematics, Science, Art and Computing. We want our children to be inspired learners who can be future innovators, engineers and designers. Our teaching of Design and Technology is progressive through the key stages, embeds learning and develops our children’s skills in:

- Problem-solving
- Creative thinking
- Team building
- Collaboration
- Innovation
- Evaluation and analysis
- Purpose
- Design and making
- Leadership
- Exploration

Implementation – What does Design and Technology look like at St. Paulinus?

We feel that at St. Paulinus Catholic Primary School, the skills taught within Design and Technology support learning that our children undertake across many of our National Curriculum subjects. For example, knowledge about materials supports science learning, the use of measuring develops mathematics skills and designing a product enhances art skills. Design and Technology is part of our Curriculum enhancement of Enquiry Based Learning. Our journey learning Design and Technology starts in Early Years where our youngest children are provided with many opportunities to explore designing and making models and props for a purpose. They are supported in developing their skills in cutting, joining and folding, as well as using tools to make changes to materials. As our children continue their journey in Key Stage One, they build on their previous learning and further develop their skills.

The National Curriculum focusses on four key areas:

- Design
- Make
- Evaluate
- Technical Knowledge

In Key Stage One, children begin to develop their design skills carefully considering what their final product will look like. They research a product and create a design that will enable them to make a functional final product. Children acquire and apply their knowledge of materials and components through taught sessions and from personal experience. They are then tasked to complete their design components within an enquiry-based curriculum that focuses on zone challenges. Children begin to discuss their design and explain who the intended users will be for their product. When making their product, children learn how to select the appropriate tools and materials to use. They develop skills in assembling, combining, marking out and cutting, whilst maintaining Health and Safety measures. Once a product is completed, children begin to evaluate it by making simple comments and judgements.

Through Key Stage Two, children continue to develop and progress their design, make and evaluation skills through taught sessions which feed into Independent Learning Challenges (ILC's). As children progress through Key Stage Two, they will become confident in carrying out research, in the form of survey, interview and questionnaires, to identify the needs, wants and preferences of the intended users of a product. Children will be able to confidently select the tools that they require to make their product, selecting the materials they require based on functional properties and aesthetics. Once a product is completed, children learn to critically evaluate their final product, highlighting its strengths and weaknesses and noting ways of improving the product in the future. Throughout the design and making process, children use their knowledge from other cross curricular subjects to support them.

Impact – What is the impact of our approach in Design and Technology at St. Paulinus?

The impact of our approach to the learning of Design and Technology at St. Paulinus is that children develop an enthusiasm for learning and a curiosity to learn more. By the end of Key Stage Two, children become confident in researching a product, designing it, selecting appropriate materials to make their product and evaluating its effectiveness, making the necessary improvements where identified. As a result of this, children at St. Paulinus are able to make decisions for themselves and have thus developed skills that enable them to be creative and to develop skills that will help them to contribute to society.