



Design and Technology Intent, Implementation, Impact

Subject Lead: J. Robinson

Intent:

Through the Dimensions Design and Technology curriculum we intend to:

- Develop skills, knowledge and understanding of designing and making functional products.
- Develop creative vision, technical vocabulary and practical skills.
- Allow children to build and apply a repertoire of knowledge, understanding and skills to design and make high quality prototypes and products for a wide range of users
- Learn to critique, evaluate and test their own ideas and products and the work of others.
- Provide inclusive learning experiences to ensure all children make progress, and which support the needs of our SEN children.
- Support the children in understanding the principles of nutrition and learn how to cook.
- Support the children in understanding key developments in history when researching important individuals and their inventions.
- Help children to problem solve, making ongoing changes and improvements during the design and make process
- Teach pupils about the seasonality of ingredients and how they are grown, caught or reared
- Teach pupils how to participate successfully in an increasingly technological world, with strong links to STEM.

Implementation:

- Clear and comprehensive thematic Dimensions curriculum, in line with the National Curriculum and EYFS. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum.
- Delivery of design and technology projects with a clear structure. Year groups undertake a construction topic, a textile topic and a food/drink topic.
- Delivery showing clear following of the design process where each project will follow: research, design, make and evaluate.
- A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken
- Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.
- SEN children will be supported appropriately to achieve their potential through accessible and adaptable lessons.
- Design Technology focused displays in classrooms, and on class boards in the hall, alongside celebrating the outstanding three dimensional creations on display throughout the school. These displays celebrate excellent practice and exemplify terminology and vocabulary used.

- Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology.
- Collaborative learning: In design and technology children may well be asked to work as part of a team learning to support and help one another towards a challenging, yet rewarding goal.

Impact:

- Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.
- Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.
- The large majority of children will achieve age related expectations in Design Technology.
- As designers children will develop skills and attributes they can use beyond school and into adulthood.

How we support SEN

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.