



Design and Technology Subject Intent Statement

Curious

Caring

Creative

Courageous

Intent

At Archibald First school we intend that Design and Technology should always be an inspiring and creative subject. We are designers! We believe a broad, balanced and rich Design and Technology curriculum will help our children to develop into **creative** and **curious** and individuals. Archibald children should be able to develop their own skills with careful and supportive teaching and well structured lessons.

At Archibald First School, we encourage children to be individuals, to be creative thinkers and to believe in themselves in order to create confident individuals. Through DT we encourage children to solve problems which are relevant to the world we live in, and to use their imagination. Our children will be taught Design and Technology in a way that ensures progression of skills, and follows a sequence to build on previous learning. Evaluation is an essential part of the design process and allows children to adapt and improve their product. We link our DT work to other subject areas such as art, history, geography, science and computing.

Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use skills from design and technology across a range of subjects in order to be creative and solve problems. The progressive way in which we teach D&T across the school will ensure that **all** children are able to make good progress by teaching and revisiting key skills and providing support when needed.

At Archibald we are committed to ensuring all children are provided with a fun, meaningful and appropriately challenging Design and Technology curriculum, regardless of gender, race, culture, background, language or ability. All materials will be provided by school, ensuring all children have equal access to equipment and materials. Children with SEN will be supported appropriately, and lessons may be adapted to assure that these children can be successful. We ensure the creative achievements and abilities of each child are celebrated and we model how to **constructively** criticise eachothers work in order to help evaluate and develop work, helping to develop **caring** citizens.

Having fun, learning together.

Curious, caring, creative and courageous.

Implementation

How can we create **creative individuals**, **curious learners** and **caring** children through DT?

- We will enable our pupils to be creative yet critical in all subjects, with a positive and resilient attitude.
- We teach the National Curriculum, supported by clear progression of skills, knowledge and vocabulary.
- Pupils will create DT products with a particular purpose in mind and will be able to evaluate their products according to a design criteria.
- Children will develop the confidence to express their individuality through designing and making their products.
- In EYFS, children will have experience of cooking, learning about healthy food, exploring construction materials and junk modelling with and without purpose, with opportunities to develop designing skills.
- In Year groups 1-4, each project will be completed through a series of four lessons using the Kapow learning scheme.
- In KS1, children will practice building structures explore and use mechanisms and prepare nutritious food.
- In KS2, children will build more complex structures, explore and use different types of mechanical systems, design and create textile products, prepare sweet and savoury dishes and begin to use electrical systems in their products.
- Opportunities are planned for to allow all children opportunities to self-assess, discussion with peers and for teacher assessment and feedback.
- DT is planned for to be accessible for all. Children with SEND will have a greater level of support and adapted planning where appropriate to ensure they can access the learning and achieve.
- Children with English as an additional language may need support with new vocabulary in order to access new learning.
- Materials will be provided by school or we will ask for donations of recycling. This will support our disadvantaged children as all children will have equal access to materials and equipment regardless of background.
- I will continue to liase with middle schools in order to make sure our Year 4 children are ready for DT learning in middle school.
- Children in KS2 will show progression through designing, making and evaluating innovative products.
- In EYFS, work will be logged on Tapestry and in Floor books.
- In KS1 and KS2, work will be logged in the DT Floor Book and photos saved on the ipad store.

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At Archibald First School:

The impact of Design and Technology at Archibald First School can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit.

After the implementation of our Design and technology scheme, pupils should leave school equipped with a range of skills which they can develop further in Middle school, and be innovative, creative and resourceful members of society.

The expected impact is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design.
- Children have the confidence to use their own ideas to design create a unique and well thought out product.
- Children are able to work both individually and as part of a team, listening to each other's ideas.
- Children will have a resilient attitude to learning and independent working.
- As teachers, we will help develop curious, caring, creative and courageous individuals who are ready for the next stage of their learning journey.
- Children with SEND are supported effectively and lessons are adapted to meet their needs, in order for them to be successful.
- Work from each year group is displayed in the DT floorbook which clearly shows progression in each strand of Design and Technology.

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