Design Technology

Intent

We want our children to take risks and create innovative ideas to solve problems. We want them to explore a range of design concepts and to be reflective learners who evaluate their own work. We intend children to build an awareness of the impact of Design Technology in our every day lives and encourage pupils to become enterprising citizens who have the skills to contribute to future design enhancements.

Implementation

· Children learn and revisit new skills in a balanced range of engaging opportunities including building, cooking and working with textiles.
· Children are challenged appropriately in well considered, systematic, spiral cycles that link to the wider curriculum and enjoy the purpose of real life projects.
· Children are taught through a systematic approach: explore, design, make and evaluate.
· We promote and use rich vocabulary within and across lessons.

Impact

· Children will have clear enjoyment and confidence in their DT skills that they can then use in other curriculum areas.
· Children will develop skills in collaboration, investigation, construction, evaluation and designing.
· Children will recognise the limitless opportunities available to them within the technological world and will continue to build their skills to KS3 and beyond.
· Children understand and apply the principles of healthy eating, diets and recipes that can lead to the positive impact to the health of our future designers and engineers.

At Westcott Primary, the children say that DT is... "exciting because they get to design and make their own products that they can show to their friends and families"

Our technologists

Through a broad, balanced and rich curriculum, our technologists are brave and responsible engineers who show creativity and initiative when solving problems within a variety of contexts. They have the willingness to take creative risks and are inspired to design innovative products.

The Sequence

Children will follow a systematic, spiral approach which is designed to be revisited twice per key stage to allow the children to build upon the previous skills taught. Through revisiting the key strands in a systematic approach: explore, research, design, make and evaluate, children begin to embed creative, procedural and technical knowledge throughout each phase of their project. The two year cycle allows children to build upon their skills within our bespoke curriculum and prepare them for KS3 and beyond.

The Learning

Through a bespoke, comprehensive scheme of work in line with the National Curriculum, children learn to create a purposeful product with links made to the wider curriculum such as history and people who have shaped the world through DT. Children learn to be creative and critical thinkers that enables them to continuously engage in the design process and evaluate products of their own and others.

The Teaching

Teachers have the opportunity to teach weekly lessons or block where necessary so children's learning can be embedded in a specific area of learning in a progressive manner. Inclusive planning supports barriers to learning whilst also providing additional challenges to ensure high attainers within DT have opportunities to further develop skills. Children are explicitly taught through a systematic approach covering the key strands in every unit: explore, research, design, make and evaluate. Teachers promote originality and use authentic assessment opportunities to assess learning and challenge appropriately.