

John Randall Primary School and Nursery

Statement of Intent for Design Technology

Intent

Why do we teach this? Why do we teach this in the way that we do?

The national curriculum for design technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Design technology is an inspiring, rigorous and practical subject. At John Randall Primary School and Nursery, pupils use creativity and imagination, they design and make products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils also learn to take risk, become resourceful, innovative, enterprising and capable citizens. They begin to understand and realise the purpose of the subject and potential career paths that this subject could lead them into.

Implementation

What do we teach? What does it look like?

- Design technology enables children in our school to turn their ideas into reality. We encourage and inspire individuals to work creatively, through a structured and planned format that links to topics.
- We have carefully developed our long term plan to link to curriculum topics to make learning relevant and meaningful to our children.
- Our early years curriculum offer is enquiry based and encourages and allows children the opportunity to ask questions and to investigate, by following their interests and lines of enquiry. Our early years team support children through project-based learning, where all curriculum areas are interwoven. We recognise the need to develop children's early language skills as a high priority at our school, and as such, early years practitioners focus on teaching children new, technical vocabulary within each of their projects.
- We embrace our schools passion for the outdoors within this subject, by allowing children to spend time outside to explore, create and experiment throughout all ages.
- At John Randall Primary school we have a passion for food which is embedded within our curriculum offer. Children learn where food comes from, and experience how to grow our own food, which we then cook and eat with the children. We are lucky to have our own curriculum chef, who supports staff to plan and deliver sessions.
- Through design technology, we want to give children high aspirations and consider goals for their future. We want our children to grow up knowing that they can become the engineers,

architects and builders of our future. Therefore, we make explicit references to careers within our sessions so that children understand the 'bigger picture' and why they are learning what they are learning and how they might want to continue to learn more as part of a future career. We have had a specialist science, technology, engineering and mathematics (STEM) teacher in school who has upskilled staff in making links with other areas of the curriculum and we have developed this within our science offer. STEM requires children to work collaboratively as part of a team. Our upper key stage 2 children take part in a STEM challenge where they work with local businesses and compete against other local primary schools to design, make and evaluate a product.

Impact

What it will look like? By the time the children leave our school they will:

We measure the impact of the design technology curriculum through self-assessment and peer assessment. Throughout each lesson, formative assessment takes place and feedback is given to the children through verbal feedback. Children are given the opportunity to continually reflect on their ideas, designs, choices and end products with tests, evaluations and group discussions. This is a skill that enables individuals to make judgements of their own work and the work of others to develop existing ideas and reflect on their designs.

High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. It enables children to follow the school ethos of **Ready, Respectful and Safe** in a practical and purposeful way.

Children's work is recorded through pictures, designs, photos and videos that are documented in books and through tapestry in the early years.

The teaching of design technology is monitored through book scrutiny on a termly basis, through learning walks or pupil voice activities by the science lead. Gaps and misconceptions can then be addressed in follow-up lessons and future units when children revisit units of work.