



Design Technology Curriculum

Intent, Implementation and Impact Statement

Intent

At Chaucer Primary, children receive a design and technology curriculum that allows them to exercise their creativity through designing and making. Children acquire a broad range of knowledge and skills, in addition to drawing upon learning from maths, science and art, to design and make products that solve real problems considering a variety of criteria. Through design technology, pupils learn to take risks and become resourceful, resilient and innovative. Evaluation is an integral part of the design process and allows children to adapt and improve their product. This is a key skill which they need throughout their life.

Implementation

The teaching and implementation of the Design Technology Curriculum at Chaucer Primary School is based on the National Curriculum and supported by the Lancashire plans which ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. This has been adapted to include links to cultural and historical references wherever possible. The work of famous local, national and international artists, craft makers and engineers are explored to enhance the children's learning in each unit. The teaching of DT follows the design, make and evaluate cycle.

Design Technology is taught over 3 half terms each year with around 6-8 hours dedicated to each unit. Our focus areas, studied over a 2 year cycle, are: food, textiles, structures, mechanisms and electrical systems (KS2).

The children's learning is further enhanced with a whole school Science/DT day in the spring term, which is based on a theme. This shows great examples of progression throughout the school.

Impact

Our DT curriculum focuses on progression of knowledge and skills and discreet vocabulary progression forms part of all units of work. We measure the impact of our curriculum through the following methods:

- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

By the time children leave our school they will:

- Be able to use time efficiently and work constructively and productively with others.
- Be able to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- Be able to design and make through working safely and ethically, using finite materials.
- Have a thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to manage risks well to manufacture products safely and hygienically.