Intent

At Budbrooke we aim to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling and testing and to be reflective learners who evaluate their work and the work of others. Through DT, we aim to build an awareness of the impact design and technology has on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

The Design and technology Nation curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under five subheadings or strands:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition

At Budbrooke we aim to have a clear progression of skills and knowledge within these five strands across each year group. We aim to teach 1 hour of DT every two weeks.

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.

DT

Implementation

We use Cornerstones which works in line with the National Curriculum. Children have access to key knowledge, language and meanings to understand Design Technology and to use these skills across the curriculum. In Design Technology children are asked to solve problems and develop their learning independently. This allows the children to have more ownership over their curriculum and lead their own learning in Design Technology. Key skills and key knowledge for D and T have been mapped across the school to ensure progression between year groups. The context for the children's work in Design and Technology is also well considered and children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Design and technology lessons are also taught as a block so that children's learning is focused throughout each unit of work.