



Design and Technology Intent, Implementation and Impact

 Purpose & Pride	At Coney Hill, we teach a broad and balanced Design and Technology (DT) curriculum, which inspires and engages pupils in line with the National Curriculum. DT should provide children with a real life context for learning, which is accessed through our thematic, creative curriculum and equips them with practical skills, useful and applicable subject knowledge in a purposeful context. Children will research, design, make and evaluate purposeful and functional. The children will have opportunities to share their designs and feel proud of their creations.
 Respect	Our children will be equipped to evaluate different types of foods, products, inventions and designs, They will be encouraged to show respect, an appreciation and curiosity for the design and technology around them, whilst developing their own skills and knowledge. It is important for them to consider their own and others' needs, wants and values.
 Enjoyment	It is important for our children to be active and inquisitive within their DT learning; to have "hands on" learning opportunities wherever possible. Alongside a wide range of experiences, we aim to maximise our children's enjoyment of DT, thus developing a love of the subject for all. We develop creativity and imagination, alongside practical and useable skills, through a range of activities that inspire and motivate each child. We aim to enhance their cultural capital through meaningful visits and understand how Design and Technology makes a great contribution to the wider world
 Achieve & Aspire	A high-quality DT education should inspire, engage and challenge children - enabling pupils to communicate their ideas, evaluate their designs and create practical solutions. We want to allow children to aspire to be more through creating opportunities for them in the wider world. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. This also aims to inspire children for their future careers. We want our pupils to achieve highly in Design and Technology, believing that teaching and learning should be fully inclusive to every child, within a progressive 'design, make, evaluate and improve' process
 Community	Our children have opportunities to work individually and within a team on DT outcomes, allowing for independent ownership of work as well as promoting supportive collaborative learning. Wherever possible and relevant, we aim to link work to other disciplines such as mathematics, science, engineering, computing and art in order to broaden and deepen their knowledge, as well as recognise and relish the opportunities in our community to work with organisations such as local architects, secondary schools and local experts, as well as on education visits.
 Health & Well-being	DT skills and knowledge, particularly within the area of food and cooking, is essential for a healthy life. We want our children to develop their cookery skills and be able to apply them in their lives both practically and through making healthy food choices.

Implementation

Big Picture

- We strive for the highest quality of planning and teaching, which covers the National Curriculum for Design and Technology.
- All Design and Technology learning is purposeful, relevant and inspiring. We challenge our children to take risks and be creative, innovative thinkers as well as preparing them for the rapidly changing world.
- We teach our DT as a process throughout a sequence of lessons, with a clear structure of 'research, design, make and evaluate'. This process is not always linear and may circle back round when designing and evaluating. Design and Technology is taught one term on one term off and every other week.
- Teachers plan Design and Technology opportunities through a 'Mapping of Key Skills' document for each half term, linked to our thematic approach, driven by History, Geography or Science.
- Resources are readily available to support the broad and balanced curriculum.
- Skills are progressive and delivered across a unit of work, building towards a main outcome.
- SK grids will be used for lessons/series of lessons to highlight and evaluate the skills and knowledge taught. This will then inform our impact assessment.
- All children will be taught food, textiles and construction work within each year group.
- We sometimes teach Design and Technology as our focus for 'whole school theme weeks' and link this to other key subjects such as STEM.
- In EYFS, Design and Technology is taught within indoor and outdoor continuous provision, as well as more adult-led, focused activities when appropriate.
- Meaningful, cross-curricular links are used frequently, allowing for subject knowledge to be applied and strengthened from other disciplines, such as mathematics, science, computing and art.
- Reactive DT: developing knowledge and awareness of the world around them, setting them up to be responsible global citizens, we will keep children up to date with major DT events and developments both locally and in the world.
- Cultural capital: wherever possible we will take our children out to museums, places of interest and local sites; as well as having special visitors in.

Our Learners

- Learning outcomes and products are always purposeful, with an intended user in mind.
- Learning is inclusive and accessible; lessons are scaffolded where necessary.
- Learning always builds upon prior knowledge and skills. They use enquiry based learning through HOT questions, KIP quizzes and "rapid recall time" at the start of each lesson to recall skills and knowledge where appropriate.
- Pupils are taught the importance of making ongoing changes and improvements throughout the making process.
- Food technology is taught in line with developing understanding of where food comes from and the importance of a varied, healthy diet.
- Food lessons are taught in our cookery room, which is managed, maintained and cleaned by all staff members that use it.
- We teach our children about sustainability and making environmentally-friendly choices where relevant.
- In the EYFS, pupils explore a variety of media and materials to express their own ideas. They learn to plan and construct with a purpose in mind, develop the skills to use simple tools effectively and safely, and select appropriate resources to adapt their work.

- Our children are taught health and safety skills and knowledge in line with the teaching of DT, ensuring all pupils can use tools correctly, appropriately and safely. Risk assessments are completed when necessary and individual children's needs are considered.

Learning Environment

During a DT lesson, the classroom environment will be rich in evidence of:

- Progressive, key vocabulary - displayed and referred to.
- Key product/design examples of work displayed.
- Examples of children's DT work displayed in school where possible.

Home Learning

- Design & Technology activities are included within our 'Home Learning' maps for each term. These are open-ended, cross-curricular tasks that the children choose to complete, and are celebrated within whole-school assemblies.

Impact

The Hiller Designer 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, CAD, 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 and technology.

Assessment is teacher based and largely gathered through discussion, reflection using small, planned activities and informal strategies – higher order thinking questions, verbal/written outcomes where appropriate. At the end of each unit, teachers complete the unit assessment, identifying how children have met the objectives. Our children should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.