

Misterton Primary School

Intent, Implementation and Impact in Design Technology

Intent	Implementation	Impact
* For pupils to produce creative work, exploring their ideas and recording their experiences. * For pupils to have positive attitudes to learning and independent working. * For pupils to develop significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes. * For pupils to develop an excellent attitude to learning and independent working. * For pupils to develop the ability to use time efficiently and work constructively and productively with others. * For pupils to develop the ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.	*All pupils will have Design Technology lessons. These might be as a 'block' unit of lessons worked each term. *To create a positive culture towards Design Technology in school, where it is promoted and enjoyed for all pupils. * EYFS will learn about Design Technology through activities where they will safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function through their work on 'Creating with Materials' Key Stage 1 & 2 * Pupils engage in Design Technology activities as part of a topic-based, cross-curricular approach to learning, linking to other curricular areas wherever possible. * Pupils engage in fundamental skills, knowledge and concepts categorised into four areas: Design, Make, Evaluate and Technical Knowledge. KS1: Design	* Pupils will be able to produce creative work using a variety of materials. * Pupils are able to use tools and techniques safely and accurately and choose the right ones to achieve a specific outcome. * Pupils will be able to create work that has a purpose. * Pupils will know the value of learning a technique and the opportunities it can offer. * Pupils are proud of their achievements. * Pupils will be able to talk about their work, celebrate their achievements, evaluate their work and discuss their next steps. * Pupils social skills develop through collaborative work. * Pupils develop positive attitudes towards identifying user's needs. * Pupils have the opportunity to feedback and receive feedback, which allows them to celebrate their learning success as well as learn from next steps comments/discussions. * Pupils develop their knowledge of up-to-date technological innovations in materials, products and systems.

* For pupils to develop the ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely. * For pupils to develop a thorough knowledge of which tools, equipment and materials to use to make their products. * For pupils to apply mathematical knowledge in this subject. * For pupils to develop the ability to manage risks exceptionally well to manufacture products safely and hygienically. * For pupils to develop a passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems. * For pupils to critique, evaluate and test their ideas and products and the work of others. * For pupils to understand and apply the principles of nutrition and learn how to cook.	* Pupils design purposeful, functional, appealing products for themselves and other uses based on design criteria * Pupils generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make * Pupils select from and use a range of tools and equipment to perform practical tasks – e.g. cutting, shaping, joining, finishing * Pupils select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate * Pupils explore and evaluate a range of existing products * Pupils evaluate their ideas and products against design criteria Technical Knowledge * Pupils build structures, exploring how they can be made stronger, stiffer and more stable * Pupils explore and use mechanisms e.g. levers, sliders, wheels and axles- in their products. KS 2: Design: * Pupils use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * Pupils generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make:	* Pupils use resources to support their learning. * Pupils presentation is of a high standard through following the school’s handwriting policy. * Teachers moderate pupils’ work in school to ensure accurate assessments are made. * Skills progression throughout the school is evident in children’s outcomes. * Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. * Subject leader does two reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these. * Subject leader conducts learning walks, pupil interviews and subject monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives. * Standards being met at the end of EYFS, KS1 and KS2.
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	* Pupils select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining, finishing) accurately * Pupils select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate: * Pupils investigate and analyse a range of existing products * Pupils evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * Pupils understand how key events and individuals in design and technology have helped shaped the world Technological Knowledge: * Pupils apply their understanding of how to strengthen, stiffen and reinforce more complex structures * Pupils understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages * Pupils understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors * Pupils apply their understanding of computing to program, monitor and control their products Cooking and nutrition: KS 1 * Pupils understand and use the basic principles of a healthy and varied diet * Pupils understand where food comes from KS 2 * Pupils understand and apply the principles of a healthy and varied diet * Pupils prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	
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	* Pupils understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed * Vocabulary – displays in class, all curriculum areas, to have vocabulary displayed. * To encourage and promote enjoyment in Design Technology.	
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