



Eardisley CE Primary School

In all that we do our values shine through

Subject Leader Curriculum Intent, Implementation and Impact Overview

At Eardisley CE Primary School, we understand that a high-quality Design and Technology curriculum is a vital part of children's education, equipping them with vital knowledge and skills that will endure throughout their lives.

Aims

The national curriculum aims to ensure that all pupils see Design and Technology as an inspiring, rigorous and practical subject that is can be of benefit to humankind, and learn to:

- 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

In line with the National Curriculum for Design and Technology, pupils at Eardisley CE Primary school are taught to:

- Use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- Acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing, and art.
- Take reasonable contextually based risks, becoming resourceful, innovative, enterprising, and capable citizens.
- Evaluate past and present design and technology, developing a critical understanding of its impact on daily life and the wider world.

- Enable pupils to experiment, invent and create their own works design, giving expression to individual creativity, self reflection and a personal values-system, leading to a sense of well-being.
- The development of critical thinking and appreciation of design and technology.
- The development of learning skills of leadership, resilience, collaboration, independence, and communication.
- Understanding and appreciation of how design and technology both reflect and shape history and contribute to the culture, creativity and wealth of our own and other nations – the ‘Cultural Capital’
- The development of a natural sense of wonder and curiosity about the natural and man-made world around us.
- The opportunity for spiritual, moral, social and cultural responses to images and experiences.

Subject: Design and Technology

Subject leader: M. Salter

Intent	Implementation	Impact
<p>Intent 1: To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that children know more, remember more and understand more.</p>	<p>Through our engaging and diverse curriculum, children are ‘introduced to’ a range of design and technological innovations that directly relate to their lived lives and experience.</p>	<p>At Eardisley CE Primary School, we strive to enrich the children’s learning experience through appreciation and enjoyment of design and technology.</p>

<p>To create a curriculum that teaches children knowledge, skills and understanding so that every child has the opportunity to reach and exceed their potential.</p> <p>Intent 2:</p> <p>To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge so that they know more, remember more and understand more.</p> <p>To design a curriculum which grows the key skills of: collaboration, independence, resilience, communication, leadership, reflection and enthusiasm so that children know how they learn.</p> <p>To develop a love of learning that will stay for the rest of their lives.</p> <p>Intent 3:</p> <p>To build a curriculum which ensures children know right from wrong, celebrate diversity, understand their role in the environment and are 'Life Ready' so that they know more, remember more and understand more.</p>	<p>We try to ensure a balanced offer in terms of gender and cultural images.</p> <p>Our practical focus is on exploring ideas, evaluating and analysing creative works using the language of design and technology, and on children producing their own increasingly proficient work in the medium of:</p> <ul style="list-style-type: none"> • Food • Textiles • Electricity • Structures <p>Where practicable, this is linked to other areas of study to enable children to make meaningful connections with other subject knowledge and skills. Outdoor learning is incorporated as often as possible.</p> <p>DT lessons are taught in subject lessons or in blocks on a half-termly basis in line with our long-term plan, and involve studying the work of other creators, personal experience, experimentation and practice and completing a variety of final pieces.</p>	<p>Our design and technology curriculum is of a high quality, well considered and progressive.</p> <p>Art, craft and design learning is loved by teachers and pupils across school.</p> <p>All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified.</p> <p>Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world.</p> <p>Children become more confident in analysing their work and giving their opinion on their own and other works of art.</p> <p>Children show competences in improving their resilience and perseverance by</p>
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<p>To design a curriculum which results in children developing key life-skills, and positive moral traits so that they understand their role within the community and wider world.</p> <p>To understand what it means to be a British Citizen or, someone from another country who lives in Britain.</p> <p>To be aware of the rule of law, tolerance and being mutually respectful whilst understanding what it means to live in a democracy and to have individual liberty.</p> <p>To experience cultural capital and to use this to make links across their learning.</p> <p>To be a person who can make balanced decisions and contribute economically and environmentally to society.</p>	<p>Evidence of DT work is collected in the book which follows children from Year One through the school.</p> <p>Where appropriate, we engage in community opportunities and display children's work wherever possible.</p> <p>Photographs of larger, group or 3D pieces are also kept as evidence.</p> <p>See also DT Long Term Plan</p>	<p>continually evaluating and improving their work.</p> <p>All children in school can speak confidently about their design and technology work</p> <p>We measure the impact of our curriculum by activities such as:</p> <ul style="list-style-type: none"> • Assessing children's understanding of topic linked and technical vocabulary before and after the unit is taught. • Images and videos of the children's practical learning. • Interviewing the pupils about their learning (pupil voice). • Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work. • Annual reporting of standards across the curriculum.
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