



Statement of Intent for Design and Technology

Experience Success ↔ **Build Aspiration**

“Until you spread your wings, you’ll have no idea how far you can fly”

Respect • Resilience • Responsibility • Compassion • Curiosity • Trust

At Bowerhill Primary School our **INTENT** is to enable ALL children to **EXPERIENCE SUCCESS** through **BUILDING ASPIRATION** within them. Equally as important, to **BUILD ASPIRATION** through the **SUCCESS** they **EXPERIENCE**... we want all children to experience just how far they can fly! We will do this through all the opportunities we provide them with, including our curriculum.

Intent

At Bowerhill Primary school, we aim for all pupils to:

- Build curiosity which hooks the children into their learning so they are inspired to create new things through the practical subject of Design and Technology.
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Gain rich, broad, exciting firsthand experiences with design briefs, tools and equipment where children widen their knowledge of the practical, creative world.
- Be able to think and problem-solve creatively as individuals and as a team.
- Design and make products that solve real and relevant problems within a wide range of contexts.
- Be able to reflect on their own and others’ needs, wants and values to create purposeful products.
- Critique, evaluate and test their ideas and products and the work of others.
- Be able to evaluate past designs and build on these to create their own designs.
- To experience success in a creative, practical subject. Especially for children who experience barriers to success in other subjects.
- Understand and apply the principles and importance of nutrition and learn how to cook.

Implementation

Here at Bowerhill Primary School, teachers use the Learning Challenge Curriculum to support their planning ensuring that appropriate skills are taught. We have chosen this way to plan as it guarantees a clear progression of skills and knowledge which is built upon previous learning, year on year. Design and Technology is taught in all year groups across the school. Projects are often made with cross-curricular links, often linking to the main History, Geography or Science topic of the term. During the Early Years Foundation Stage, the essential building blocks of children's design and technology capability are mainly established through the 'Expressive Arts and Design' strand. D&T is an important part of EYFS as additional strands such as 'Personal, Social and emotional Development', 'Communication and Language', 'Maths' and 'Understanding the world'.

In EYFS this looks like:

- Children are engaged in creative construction through play and active learning.
- Children use what they have learnt about materials in original ways, thinking about uses and purposes. They represent their ideas through design and technology.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Create collaboratively, sharing ideas, resources and skills.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- They explore and experiment with a variety of tools and techniques.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

D&T-related activities in the EYFS are appropriate to the developmental stage of the children.

Within KS1 and KS2, the lessons are sequenced to ensure there is an elicitation activity, so the teachers plan and teach to the children's specific knowledge, needs and to ensure any misconceptions are addressed. In each DT topic, the lessons are sequenced after this to explore the product they will make (design). This will always be purposeful to real life and the curriculum topic. The making of the products; at Bowerhill we will make sure that all children get firsthand experiences with the whole process, whether that be design briefs from external sources, or using equipment that they may not have encountered before. Then the children will complete an evaluation of their products. This promotes children to reflect on their learning and become critical thinkers. Each year the curriculum is sequenced to ensure the skills and content taught within DT are progressed.

This is what a few Activities look quite different from those carried out in KS1 and KS2:

In KS1 this looks like:

Design:

- Design should be rooted in real life, relevant contexts to give meaning to the learning.
- Planned through appropriate formats: drawing, templates, talking and mock-ups.

Make:

- Children should be given a range of tools for their projects to choose from.
- Children should use a wide range of materials and components; textiles, construction equipment and ingredients.

Evaluate:

- Evaluate existing products.
- Evaluate their own products against a design criteria.

In KS2 this looks like:

Design:

- Rooted in real life, relevant contexts to give meaning to the learning.
- Researched designs based on functional, appealing products with purpose.
- Planned by appropriate methods; annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.

Make:

- Children can select from a wider range of tools than KS1.
- Children should use from and select a wider range of materials and components; textiles, construction equipment and ingredients.

Evaluate:

- Evaluations should be in comparison to existing products.
- Children should evaluate against a design criteria.
- Children should understand how key events and individuals have helped shape design and technology globally – products are in context.

Impact

When our pupils leave Bowerhill, from their learning in Design and Technology, we aim for children to have built resilience and independence in overcoming failures. DT is a subject where failure is essential to the learning process. Children will know that if their product doesn't work

for its function first time, they have built resilience and understanding that they can try again and again to develop their product to the best of their abilities.

We also aim for children to then be responsible, trusted citizens. At Bowerhill we give children firsthand experiences with tools and building/cooking/making utensils/equipment where they have been taught how to be safe and responsible with these. They will then translate this into their real-life future experiences.

At the end of their learning journey in DT at Bowerhill, we aim for children to have had rich, broad, and exciting experiences within their learning. We want children of all abilities and backgrounds to build curiosity and experience success. This in turn will build aspirations for all children.