**Intention**

Design Technology is taught in all year groups, through at least one topic per term, which includes one topic relating to food each year. Design Technology projects are often made cross curricular - linking to other subjects taught possible. We follow the Design and Technology Association's Projects on a Page, which give the children comprehensive exposure to key skills in a range of different projects.

**Implementation**

The teaching of Design Technology across our school follows the National Curriculum through the use of Design and Technology Association's 'Projects On A Page' documents. Children design products with a purpose in mind and an intended user of the products. Areas such as structures, mechanics, textiles, and gears, levers and pulleys will be evident in each year group, with a focus on a progression of skills going up through the school. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

**In Key Stage 1:**

Within key stage 1, we aim to develop design, creativity and problem solving through purposeful design projects, which promote the children's skills in developing as individuals and as part of a team. Key stage 1 also aims to promote in children a clear understanding of where food comes from and how to safely prepare food.

**In Key Stage 2:**

Within key stage 2, the children will focus on key events and individuals that have influenced the world of Design Technology and then aim to use this as inspiration in their own designs. The children will create design briefs based on what they want to make, who they want to make it for and what its purpose is. This should be at the heart of their whole project.

The use of computer programmes and applications are also a key focus to be utilised by children in their design of their products, where possible.

**Impact**

Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons, based on the skills being taught off the progression of skills document. This assessment is then used to inform differentiation, support and challenge required by the children from the teacher. This may include: answering questions about how and why their design works/doesn't work; what processes did they use and why; asking them to explain how they could support another child to help make their design work for effectively.