



## DT Intent, Implementation and Impact

At St Matthew's we believe that the basic principle of an effective curriculum is that learning makes a change to long-term memory. The intent is that our DT curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

### Intent

At St Matthew's, we intend to build a Design Technology curriculum which is inspiring, rigorous, and practical. We want our children 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. We intend for all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum. It is our aim to create strong cross-curricular links with other subjects, such as Mathematics, Science, Computing, and Art. We want Design and Technology to prepare our children, to give them the opportunities, responsibilities, and experiences they need to be successful in later life. We want our children to know that Design and Technology skills are essential to everyday life and that our children are confident and not afraid to take risks.

We want to instil confidence in our children through Design and Technology to develop their own unique style and become proficient in key skills through demonstration, practice and evaluation. We intend for children to take part in meaningful discussions to analyse their own work and the works of others. At St Matthew's we ensure that we deliver a curriculum that is both challenging and enjoyable. High-quality Design and Technology education makes an essential contribution to the culture, wealth and well-being of the nation.

### Implementation

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum.

This is implemented through:

- A well thought out, whole school, yearly overview of the DT curriculum, which allows for progression across year groups in all areas of DT (textiles, mechanisms, structures, cooking and nutrition and electrical systems)
- Well planned and resourced projects providing children with hands-on and enriching experiences
- A range of skills being taught ensuring that children are aware of health and safety issues related to the tasks undertaken

“Be blessed by God, be happy and aspire to be...”



- Each project, from Year 1 to Year 6, addresses the principles of designing, making, and evaluating as well as incorporating relevant technical knowledge and understanding in relevant contexts.
- Pupils being introduced to specific designers, chefs, nutritionists, etc. helping to engender an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future.

Lessons are taught in a learning block over a week so that skills can be learnt and developed to a deeper level. Pupils are taught following the DT process:

- Mind Map
- Problem and User
- Research
- Design,
- Make
- Evaluate.

This allows pupils to revise and build on their previous learning.

## Impact

Our bespoke approach to the teaching of Design and Technology at St Matthew's results in a fun, exciting and engaging programme. We encourage our children to become critical thinkers, take risks, evaluate existing designs and provide feedback to make improvements to designs. Our children learn to be passionate not just about design but also about preparing and tasting food which is linked to their topic. They gain skills in evaluation, collaboration, construction, designing and investigation. Pupils begin their DT unit using a mind map of key questions relating to the knowledge and skills in DT. Pupils then revisit their mind map at the end of the unit so that progression in learning can be seen.

At St Matthew's, we liaise with parents regularly so that they are aware of what the children are learning. Children are prepared with skills that are transferable into future work life. Pupil's voice is used to further develop the Design and Technology curriculum and ensure pupils remain motivated. This is achieved through questioning, measuring attitudes towards D.T and assessing the children's enjoyment of the lessons.

Children in Early Years are assessed within UTW (understanding of the World) EAD (Expressive Arts and Design) and through indoor and outdoor provision including the construction area, creative area and role-play. The Early Years Foundation Stage Profile is reported to parents at the end of the Reception year.