



St. Ambrose Barlow

Catholic Primary School

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St Ambrose Barlow Catholic Primary School Design Technology Statement of Intent, Implementation and Impact

The national curriculum for design and technology aims to ensure that all pupils:

- 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

Intent

At St Ambrose Barlow Catholic Primary School, we aim to ensure that design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will acquire a broad range of subject knowledge and make links to other curriculum areas such as mathematics, science, computing and art. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world.

The children will take part in three topics in each year group, covering wide range aspects of the subject including food and nutrition, construction and sewing. Each topic will cover five key areas, namely:

- evaluating existing products
- learning new skills
- planning new products
- making prototypes
- reviewing, evaluating and improving work

This will ensure that children have a clear and thorough understanding of the design and production process.

Implementation

To ensure high standards of teaching and learning in design and technology, we have implemented a curriculum that is progressive throughout the school, and is in line with 'The National Curriculum Programmes of Study for Design and Technology 2014.' Annual planning overviews have been created for each year group to ensure that all programmes of study are met and that topics and

With **St. Ambrose Barlow** as our guide and **Jesus** at our side,
we are all **learning to live, love and work together.**

skills are revisited throughout children's time at school.

Children take part in a food technology project each year. They embed the techniques taught in key stage one as they make their way through school, and their skills build steadily as the projects become more ambitious. Children learn about the importance of a healthy lifestyle and become increasingly aware of how food is caught, reared and processed both locally and globally.

Children also take part in sewing projects – at least once in key stage one, once in lower key stage two and once in upper key stage two. They revisit skills taught in previous year groups, with an emphasis on becoming more competent and independent as skills are revisited.

Yearly construction-based projects allow children to revisit and build skills, with projects becoming progressively more complex as children progress through school. They incorporate electrical and mechanical systems as well as computer programming into their products as they enter key stage two.

Each topic consists of five lessons, centred around the five key areas. Covering these areas in each topic allows children to look critically at existing products, and consider the process product designers go through when creating something new. They are taught a range of new skills which enable them to complete practical tasks, not just in their DT lessons but across the wider curriculum. They are required to plan carefully, foreseeing problems that may arise with their work and to develop their creativity. They develop their problem solving skills and learn to adapt their plans to overcome issues. This also develops children's resilience, as they learn to look critically at their work, identifying successes and working to make it even better.

Impact

At St Ambrose Barlow Catholic Primary School, our robust and thorough system of planning ensures that children make progress within and across year groups in a range of topics. Children are challenged to recall prior knowledge and skills within and between topics, and any shortcomings in children's recall is addressed by staff. Concepts are revisited several times throughout school to ensure that they are embedded into the long term memory. Staff have access to the planning overview for whole school so are able to identify the skills and knowledge that children have acquired in previous year groups, and this then feeds into their delivery of lessons. Planning ensures smooth transitions between year groups and a consistent approach is used throughout the school. As well as ensuring that children acquire the appropriate age-related knowledge linked to the design and technology curriculum, our curriculum also ensures that children are equipped with transferable skills that will support them in their everyday lives and across other curriculum subjects. These skills include:

- Developing a richer vocabulary which will enable children to articulate their understanding of taught concepts.
- Problem solving and reasoning skills: the ability to tackle problems with confidence and independence, developing their own questions and finding ways to answer them.
- Children will develop a better understanding of our world and our environment and will be able to make informed decisions about how they treat our world.

Through the development of these essential transferable skills, we seek to give children high aspirations, which will see them through to further study, work and a successful adult life.