



## **Design and Technology**

### **Intent, Implementation and Impact**

#### **Intent**

At the Keyworth Primary School, creativity, individuality and innovation are central to our ethos and are reflected in the creative curriculum we follow. Through design and technology, our children are taught to use their imaginations, to follow a brief and conduct research, to experiment, create and evaluate. We encourage the children to draw inspiration from a variety of areas, from historical research to past designs and designers, to consider their brief and reflect upon their own ideas and designs. The children are taught progressively, with skills revisited, refined and developed. As they move up the school, our children learn to deepen their learning, to think critically and develop their skills in problem solving, utilising and developing skills in other areas, such as computing, science and maths.

#### **Implementation**

At Keyworth, Design and Technology is taught progressively following the National Curriculum. Our children learn to solve real problems in a variety of contexts that link to the children's current topics where possible.

Our children develop skills in mechanisms, structures, textiles, electrical systems and food and nutrition. Each unit focuses on a particular skill, problem and outcome. The children are given a brief (problem) to which they have to respond. They are taught how to investigate, research according to design criteria, generate ideas and develop them. Once their design has been completed, the children make their products by selecting and using the appropriate tools and technical skills. When evaluating, the children learn how to assess their products against their design criteria, reflect on their outcomes and make suggestions about improvements or changes, using the appropriate technical vocabulary.

#### **Impact**

The impact of our design and technology curriculum can be viewed in several ways: in the children's sketch books, which follow them as they move up the school; through each design outcome; in the discussions that take place throughout the project and from the ideas that develop along with their skills. The children's learning is measured against skills and objectives that are listed on a cover sheet and placed in their sketch books at the start

of each project. This document is used by both pupil and class teacher to monitor their progress and identify any gaps that need to be addressed. Class teachers use this, along with each pupil's sketch book (research and preparatory work) and their final product to make a final judgement. Overall learning is monitored through book scrutinies, learning walks and discussions with children and colleagues, with additional views shared through 'pupil voice'.