Intent Statement for Design Technology

At Midsomer Norton Primary School, children are taught to design and make products using a variety of materials, tools and techniques. Our curriculum supports the purpose and aims of the National Curriculum by encouraging creativity and imagination as the pupils design and make products that solve real and relevant problems within a variety of contexts. Our curriculum is shaped by our curriculum drivers:

- Culture
- Community

EqualityOur curriculum allows children to acquire a broad range of subject knowledge which can enhance their learning in mathematics, science, computing and art. Children are encouraged to take risks, innovate their ideas and be resourceful with the materials they use.

As they progress, our children are encouraged to select from and use a wider range of tools, equipment, materials and ingredients to achieve their planned objectives. The children are taught to test, critique and evaluate their ideas and products and the work of others, making judgements about such things as the suitability of the design for the intended purpose and the appropriateness of the materials used.

Our Design Technology curriculum is sequenced into a progressive plan that encourages children to design, make and evaluate a variety of projects (based on the 'planbee' syllabus) to help children build upon their technical knowledge towards agreed milestones so that they can talk in a knowledgeable way about their learning using relevant vocabulary.

Design Technology subject knowledge is organised systematically across both Key Stages to ensure logical progression and development of skills. Progress is evaluated through formative assessment and POP tasks (proof of progress tasks).

Implementation

As part of the planning progression teachers will need to refer to the following documents:

- The National Curriculum
- Knowledge Organisers and Long Term based on the 'PlanBee Resources'
- Chris Quigley Essentials – Threshold Concepts and Milestones

Following the 'PlanBee' resources knowledge organisers teachers are expected to plan a sequence of lessons that allow the children to explore different models, structures and projects and design their own based on given objectives, resource and build and make their own model from their design and evaluate their own process as well as the outcomes. Through mastering skills of finding inspiration from design through history and from different cultures, designing, making and evaluating children build skills and learn to apply them to other projects (threshold concepts).

The breath of study for Design and Technology is organised over a two year cycle on curriculum maps. The design and technology curriculum incorporates mechanisms, electronics, food, and materials and textiles. Children are taught subject specific vocabulary alongside technical knowledge.

Impact

Our Design and Technology curriculum is ambitious and planned for progression from the youngest to our oldest children. Children's skills and knowledge are transferable and the breadth of study ensures that children have a wide range of opportunities and experiences that prepare them for the next stage of learning. Learning sequences are displayed to show the process of inspiration, plan, design and evaluation.