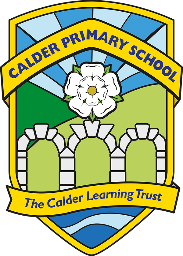
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**Calder Primary School**

**Design and Technology**

**Intent**

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. We encourage children to use their 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 aim to, wherever possible, link work to other disciplines such as topic, mathematics, science and computing. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers, building on their skills throughout EYFS, Key Stage 1 and 2.

The aims of teaching Design and Technology in our school are:

* 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.

**Implementation:**

To ensure high standards of teaching and learning in design and technology, we implement a curriculum that is progressive throughout the whole primary school.

Teachers plan lessons for their class using our progression of knowledge and skills document. Topics are often linked to their History or Geography topic, for example designing and building vehicles, but only where appropriate. The progression document ensures the curriculum is covered and the skills and knowledge taught are progressive. A variety of teaching approaches are used based on the teacher’s judgement and resources such as Calder High DT rooms and equipment can be utilised including the cookery and woodwork rooms.

In EYFS, DT is part of both ‘Physical Development – moving and handling’ and ‘Understanding the world: Technology’. Differentiated opportunities for gross and fine motor control are carefully planned into adult-led and child-initiated activities and children can independently access a variety of resources for design and construction. Pupils use simple tools to change materials, handle tools and materials safely and find new ways to solve problems, changing strategy as needed to reach a goal.

Teaching in D&T is inclusive for all pupils through differentiated tasks, additional support (for example adapted scissors) and planning for a variety of learning styles. Children showing extensive aptitude in design and technology will be celebrated in weekly celebration assemblies which parents attend and an end of year curriculum assembly.

Educational visits are an opportunity for the teachers to plan for additional design and technology learning outside the classroom including our allotments to learn about growing, cooking and eating our produce. Alongside our curriculum provision for design and technology, we also provide pupils with the opportunity to participate in DT after school clubs including Jumping Clay, Cookery and leather working.

**Impact:**

Through the evaluation of past and present design and technology, pupils develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Our design and technology curriculum is planned to demonstrate progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Annual reporting of standards across the curriculum.
* Marking of work in books.