



Curriculum Intent, Implementation and Impact Statement

Design Technology (DT)

Intent

At St Charles Borromeo we have designed a curriculum which we believe will prepare our children for life beyond primary school. Everything we do is underpinned by our Gospel values and ethos, with 4 key words highlighting our learning journey through school, namely:

Grow, Learn, Work, Follow

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish, and with those both near and far, to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

Our aim is for all of our children to:

- **Grow** to be confident, inquisitive and reflective learners who take risks and persevere
- **Learn** to be respectful and tolerant children who are kind to themselves and others, so that they can be the best that they can be
- **Work** independently and collaboratively with self-discipline and resilience
- **Follow** the example of Jesus to live out our faith and values in an ever changing world

At St Charles we believe that children should be inquisitive, confident learners who can work both independently and as a team to solve problems. Our teaching of DT helps develop these skills as children are presented with real-life scenarios to find a solution and design and make the product. Our lessons are tailored to the children's experiences and where possible are purposeful to other learning that is taking place. Children are encouraged to think about the needs of the user, developing their awareness and understanding of



others' needs to support their development of citizenship and community. We believe that it is important for children to take risks and persevere when they face problems – something which we encourage during DT. After the children are given a brief and a selection of materials/tools, children are encouraged to be creative in their approach to the problem resulting in unique end products.

Implementation

DT is taught as a discrete subject for three half terms (or over half of the year). Where possible cross curricular links are made in addition to this throughout the year especially through our topics in History and Geography. Strong links are made with Science and Maths, enabling children to apply key skills from these areas in a contextual way.

The DT curriculum is taught following the National Curriculum, through a knowledge and skills based approach. The key knowledge and skills are planned for key phases: EYFS, KS1 and KS2. We use the milestones to ensure that progression can be seen between year groups. We aim to enrich the experiences of the children, offering them opportunities to work collaboratively on projects and overcome challenges with increasing independence and resilience. Our teaching of DT allows the children to demonstrate the core values that underpin our school in action. The children are beginning to evaluate their work more effectively after a project, thinking about how well their product met the needs of the client. This self-assessment will allow children the time to consider what they have learnt in the project and how they might adapt their work if they had the opportunity to. This will reinforce for children that we may not always be able to solve a problem straight away, but through resilience and determination a solution can be found. These are fundamental skills that children need in all areas of the curriculum that help them be the best learners that they can be.

We have recently (Spring 2021) had a purpose built room completed to support with the teaching of DT – specifically in the teaching of food. This will have a huge impact on our teaching of this area and will enable pupils to have greater opportunities. During lockdown, children from all year groups enjoyed cooking at home and sharing what they made with each other. This inspired others to have a go and has created excitement around food technology back in school. In marble treats, most year groups choose at least one cooking/food related treat. This year all year groups will experience using Carlo's room to develop their cooking and nutrition skills.



Workshops are offered for upper Key Stage 2, enabling them to think about current issues in our world such as sustainability and how this impacts how we might design products in the future. We also give the children opportunities to express themselves in competitions such as the KS2 Easter gardens project.

Impact

Our understanding and teaching of DT is continually developing and working with the MAT over the last few years has been vital in upskilling teachers, enabling them to provide higher quality teaching of this subject. In Autumn 2019, children were asked to talk about their DT learning and the majority of children found this hard to do. After a book scrutiny was carried out at the same time it was evident that children were experiencing craft projects rather than DT projects. After the most recent book scrutiny there is clear evidence that in most year groups this has now changed and children are being given the opportunity to design, make and evaluate a project.