



Design Technology Intent

#Learning for life, Anchored in Christ

Intent

As a Church school, the teachings of the bible guide and influence every aspect of school life, including the curriculum for DT, which has been enhanced/constructed around our school vision, which is encapsulated by #LearningForLifeAnchoredInChrist. We believe that through working together with our unique school community, we can inspire happy, courageous, independent, curious, creative, life-long learners who are proud of their community, heritage and identity. In addition to this, as part of the Birmingham Diocesan Multi-Academy Trust (BDMAT), we also strive to provide an experience that reflects their vision, "life in all its fullness" (John 10:10).

Through DT we aim to inspire pupils to be innovative and creative thinkers who have appreciation for the product design cycle through ideation, creation and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling and testing and to be reflective learners who evaluate their work and the work of others in a respectful manner. Through our curriculum, we aim to build an awareness of the impact of design and technology on our everyday lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancement.

Throughout the DT curriculum, the children will be encouraged and have opportunities to use their learning behaviours; respectfulness, perseverance, collaboration, resilience and independence and to explore and encounter a wide range of culturally and diverse significant designers. We want our children to leave St Clement's knowing that it is possible for them to achieve their aspirations having developed attitudes of curiosity, originality, co-operation, perseverance, open mindedness, self-criticism, responsibility and independence in thinking.

Implementation

At St. Clement's C of E Academy, we are committed to providing all children with learning opportunities to engage in art and design. Art & DT is taught weekly by an Art specialist from an external setting that comes into school two days a week and teaches our children. Art/DT is planned using a mixture of Kapow and bespoke curriculum which ensures all skills are progressive and challenging. Some units taught contain a mix of Art and DT skills development whilst others are specific Art or DT focus units. The coverage of National Curriculum objectives have been mapped out by the provider to ensure children have opportunities to meet all expectations.

The Kapow Design and technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through the scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Our Design and technology scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. EYFS (Reception) units provide opportunities for pupils' to work towards the Development matters statements and the Early Learning Goals.

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition* has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. The National curriculum organises the Design and technology attainment targets under four subheadings: Design, Make, Evaluate, and Technical knowledge. We have taken these subheadings to be our Kapow Primary strands:

- Design
- Make
- Evaluate
- Technical knowledge Kapow Primary's Design and technology scheme has a clear progression of skills and knowledge within these strands and key areas across each year group.

Our National curriculum overview shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands. Our Progression of skills shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. © Kapow Primary™ 2021 3 Cooking and nutrition is given a particular focus in the National curriculum and we have made this one of our six key areas that pupils revisit throughout their time in primary school:

The pupils have an art sketchbook that stays with them throughout their primary years and they can look back and see the progression of their skills and reflect on how their perspective may have changed over the years. DT is recorded through photographs, design sheet & recording sheets all kept in the class logs.

Impact

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit. After the implementation of Kapow Primary Design and technology, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

The expected impact of following the Kapow Primary Design and technology scheme of work is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.
- Meet the end of key stage expectations outlined in the National curriculum for Computing.