



## **Bishop King C.E. Primary School**

### **Our Intent, Implementation and Impact statement for Design and Technology**

#### **Design and Technology Intent Statement:**

As Designers and technologists, we do not just stop at our curiosity of how things work but instead look at how we can think creatively to problem solve and make products even better. At Bishop King, we have an understanding of the diversity of the world and the importance of exposing our pupils to a wide range of products that can inspire their curiosity and creativity, as well as the thought-processes involved in creating such products. Through this exposure, children take on the role of developer, evaluator and that of a critique, exploring how products can be developed or adapted for different users as well as creating and testing prototypes to give purpose to projects. Children need a hands on approach that also gives access to other areas of the curriculum such as Mathematics, Science, Engineering, Computing and Art. Skills and techniques developed through Design and Technology are of great importance in our ever-changing technological world to ensure that children are equipped for the next stages in their lives.

#### **Design and Technology Implementation:**

Our Design and Technology curriculum is implemented through a variety of different projects over the children's time at Bishop King. In addition to our teaching and learning, we provide a Design and technology based after school clubs including; cooking.

- Through the support of the Design and Technology Association (DATA) scheme, Projects on a Page, children will experience an array of different progressive and linkable skills and techniques over the course of a child's time at Bishop King. This ensures that children are constantly building upon previous learning and are able to expand their knowledge and understanding of problem solving, designing and constructing different products. Children will complete 3 projects a year, either having one lesson a week or a two to three day block complete each project so children are fully immersed in the design-make-evaluate process.
- Children are given a variety of real life products to explore in great detail, expanding their knowledge of how they look and work, allowing children to evaluate products against their target market and purpose.
- For each project, children follow the design-make and evaluate sequence, allowing children time to reflect upon their design and products and think of ways that they could be improved or adapted. Teachers support and model increasingly progressive evaluative skills to enable children to create products of a high-quality throughout school.
- Children are given a design brief to put the need for the product in context. Where possible, teachers ensure that the brief is linked to another area of their learning or has relevance to the children to inspire their imagination and eagerness to create and problem solve.
- Safety is explained and modelled at the start of and throughout each product including food hygiene instructions.

## **Design and Technology Impact:**

As a year 6 Designer and Technologist, transitioning to secondary school, we aspire that pupils will have gained knowledge and understanding of different skills and techniques required to problem-solve by designing and creating a variety of products using a safe approach. They will have an understanding of the cross curricular elements within the subject and the importance of skills learnt in other areas of the curriculum and how they aid the design and make process, as well as how these techniques and skills will aid them in future life and learning.

## **COVID 19 Addendum**

- All DT booklets will include the previous term's vocabulary as well as the vocabulary that needs to be explored during the current project
- There will not need to be any significant adaptations made to any of the DT units for Term 1 and Term 3
- The Term 5 projects will require some changes to ensure key elements are covered in enough depth and this will be overseen by the subject leader. Every year group covers a food project on a yearly basis. The changes for other projects will not be necessary until 2021/2022 when the projects will be covered once again – 2019/2020 Year Three will cover structures when the children are in Year Five.
- Enrichment activities such as visits to restaurants may not happen due to COVID restrictions and alternative ways will need to be explored.