# Design & Technology Curriculum: Intent, Implementation, Impact

| Intent | Implementation | Impact |
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| Through our Design and Technology curriculum, we intend to enrich and empower our young thinkers and creators by providing opportunities to design, make and evaluate by encouraging divergent thinking.<br><br>Through our design and technology curriculum, we intend to equip our pupils with the knowledge, skills and preparation to participate in the rapidly changing technological landscape of the future. We also intend to prepare them for the next key stage and to inspire them to consider future careers in technological industries.<br><br>Through practical design days, we aim to nurture collaborative, resilient and creative children who can communicate knowledge, skills and evaluate their designs and products. | In EYFS, design and technology is taught through the strand 'Understanding the World' following the Statutory Framework for the Early Years Foundation stage. Activities and opportunities are also provided in the continuous provision. This is taught thematically through cross-curricular topics and involves children selecting and using resources and tools, exploring how things work and developing and refining their ideas.<br><br>In Years 1 to 6, children study three Design and Technology units per year. Design and Technology units are structured to enable children to develop their knowledge and skills through investigative and evaluative activities (learning about existing products and Design and Technology in the wider world), focused tasks (taught technical knowledge, designing skills and making skills) and *design, make and evaluate* projects involving the iterative process of design where children create functional products with users and purposes in mind. Children also apply and build on knowledge around eight Design and Technology key concepts: user, purpose, functionality, design criteria and specification, sturdiness, sustainability, innovation and finish and decoration. Content within our spiral curriculum has been chosen to ensure that new learning builds on their prior knowledge.<br><br>Our curriculum encourages children to:<br>● think divergently about problems<br>● acquire, use and apply technical vocabulary<br>● create products using technical skills<br>● become resilient by trialling ideas and taking risks and then changing and adapting as necessary<br>● become reflective learners<br>● become problem solvers<br><br>Throughout the school, each year children experience a "Problem Solving Day". This provides children with motivating and engaging Science and Design and Technology learning which enriches their experience of these subjects, including visiting STEM ambassadors who inspire and engage them in STEM subjects. | Our pupils are resourceful, innovative and resilient. They use divergent thinking to create, make and evaluate their projects, using knowledge and skills that are built on from previous years.<br><br>Pupils are proud of the products they make and develop positive attitudes in this subject as a result of enriching experiences.<br><br>Pupils demonstrate effective teamwork skills through work on collaborative projects, using communication skills and feedback to improve their projects.<br><br>Through clear curriculum sequencing, where prior knowledge is identified and retrieved and future knowledge is explicitly linked through the key concepts at the heart of the curriculum, pupils proficiently build their bodies of knowledge. |

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| | In order to support all pupils in accessing the Design and Technology curriculum, teachers ensure all lessons are adapted to meet needs. This includes the use of technology, widgit, particular tools and practical resources, as well as the EEF '5 a day' approach.<br><br>To support the implementation of a unit of work, curriculum leaders have created unit overviews which contain:<br>• Links to prior knowledge<br>• Substantive knowledge and disciplinary knowledge to be taught<br>• Links to up to date, specific resources and examples<br>• End points for assessment<br>• Future links to related concepts<br>• Key vocabulary | |