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Design and Technology Intent, Implementation and Impact Statement

Intent:

- For the children to develop an understanding of the purposes and applications of Design Technology in everyday life.
- For the children to learn the necessary skills to develop their level of achievement in Design Technology.
- For the children to be able to discuss their design technology using relevant and appropriate vocabulary.
- For the children to learn and apply good Health and Safety attitudes and practises.
- To motivate the children by providing interesting and stimulating experiences.
- To enable the children to use Design Technology to solve a range of problems and participate in tomorrow's rapidly changing technologies.

Implementation:

- Teachers refer to the Progression Framework when planning and supplement this with resources from the Design and Technology Association (DATA), such as the "Projects on a Page" documents.
- Planning should take into consideration different learning styles, abilities and provide opportunities for all the children to maximise their learning opportunities with challenges.
- The environment stimulates ideas as pupils look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.
- Initiatives are provided that offer a combination of practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices.
- Pupils have opportunities to reflect on and evaluate present and past design technology, its uses and effects.
- Opportunities are provided to investigate, disassemble and evaluate existing products; considering their purpose, practicality and potential improvements to the design.
- Children are given opportunities to handle and manipulate products and tools, in order to develop a deeper understanding of what they are learning.
- They are given opportunities to learn through whole class teaching, individual and group work.
- Learning is planned to be investigative, with disassembly and evaluative activities, focused practical tasks, design and make assignments.
- Teacher assessment (formative and summative) is used to inform future planning and to review children's progress through Design Technology assignments.

Impact

- Children will organise their work areas and gather required resources, be able and willing to tidy up after themselves.
- Children will know how to use techniques such as cutting, peeling and grating.
- Children will know how ow to prepare simple dishes safely and hygienically, with (KS2) and without (KS1), using a heat source. Know that food comes from plants or animals.

- Children will know how to communicate ideas in a variety of ways, researching and recording relevant information where appropriate.
- Children will know how to constructively evaluate their own and others' work; suggesting improvements that could be made.
- Children will know how to design and make products based on a given design criteria, using knowledge from evaluations and their own experiences of similar products to further their technological abilities.
- Children will know how to use the correct vocabulary when discussing their work.
- Choose appropriate materials for their task and use these as economically as possible.
- Children will work co-operatively with others in teams, groups and pairs.
- Through design technology, all pupils can become discriminating and informed users of products, and become innovators.
- Children will learn to think and intervene creatively to improve quality of life.