

Rivelin Primary School Design Technology Intent, Implementation and Impact Statement

Intent

Design Technology (DT) is a highly valued subject at Rivelin Primary. Children gain the substantive and disciplinary knowledge they need to design, make and evaluate a product. Our core value system (kindness, curiosity, dignity, determination, honesty, integrity and respect) is woven into the DT curriculum to ensure all pupils can achieve more during DT lessons. At Rivelin, children learn through the pedagogy of oracy. Therefore, sentence stems and opportunities for talk are at the forefront of each and every DT lesson. This aids the personal development of all learners. As technology advances at a rapid rate, it is our aim that children leave our primary school equipped to succeed in a 21st century world where DT plays a fundamental role.

At Rivelin, we follow the National Curriculum in KS1 and KS2. In EYFS, children have the opportunity to access DT resources through their continuous provision.

Implementation

At Rivelin, we want to inspire our children with a broad knowledge of design and equip them with the skills to use and apply technology in the real-world. In line with the National Curriculum, teachers follow a well-planned sequence that enables children to revisit and build upon three key design concepts: designing, making and evaluating. Each year group completes three highly motivating design technology projects per year with support from HeppDT. Depending on which strand is being taught, lessons may be blocked to allow sufficient time for the children to complete their final piece. Key skills are modelled by the teacher and adapted to ensure all children meet the success criteria.

Throughout their time at Rivelin, our children are given opportunities to visit galleries and museums. Cross-curricular links are planned to enable children to deepen their understanding of design technology

across the curriculum. Rivelin have termly assemblies to celebrate current artists and designers, images of their work and key details about their career path are displayed to provide real-world links.

Oracy is a key focus at Rivelin, a rich vocabulary and opportunities for talk enables all our children to gain a deeper understanding and allows them to share their current learning. Key vocabulary is clearly identified at the start of each unit and revisited throughout the sequence of lessons. All children, regardless of their learning need, are supported in understanding key vocabulary so that they are fully immersed and engaged.

In EYFS, children focus on developing their important fine and gross motor skills, particularly in using scissors and small tools. Each phase completes a food and nutrition unit enabling our children to learn about healthy eating, food production and preparing a meal from scratch. In KS1, children experience textiles, mechanics and structures. These units are revisited in KS2 to ensure progression of key skills. Children in KS1 also have the opportunity to explore electronics, they develop their understanding further by completing an electronics unit in Y4. Safety is explicitly taught throughout each unit.

Frequent opportunities to reflect and develop are planned into each unit. Children are encouraged to make informed observations and, with support, to complete self and peer assessment. Each child will have their own design technology folder which they will carry through their primary career. This can be shared with families at frequent points throughout the school year. Teachers make ongoing assessments throughout the unit through observations, retrieval activities, completed work in folders and the child's final piece.

Effective CPD and moderation opportunities are available to staff to ensure that a high level of confidence and knowledge is maintained. This is done through regular discussions with the design technology lead, staff meetings and whole school moderation.

Impact

The impact of the DT curriculum is monitored through a triangulation of outcomes: pupil voice, teacher planning and assessment, monitoring of books and displays, lesson learning walks, discussions with teaching staff, pupils and parents.

Pupils and staff are regularly consulted about the curriculum and the impact that it makes.

The desired outcomes of the curriculum will ensure that pupils are well rounded students, ready to embark on secondary school education and beyond. They will be equipped with the foundations and knowledge to achieve success in later education. Pupils will know more and remember more through strong pedagogy and will be able to apply learning in new contexts. Through working with professionals from local KS3 providers, teachers have an awareness of KS3 expectations in DT to ensure children are prepared by the time they leave Y6.

Children are passionate about DT lessons at Rivelin Primary School. They are proud of the work they create and want to share this with their families.