

Mill Hill Design & Technology - Intent, Implementation and Impact Statement

Intent	<p>In D&T, we want to develop and extend the pupils' appreciation for the product design cycle whilst allowing them to be innovative and creative. We will enable the children to build their confidence to take risks in their drafting, designing, modelling and testing, whilst actively encouraging them to be reflective learners who value their work and the work of others. We allow the children to understand the importance of D&T in our lives whilst encouraging them to become enterprising adults with the skills to contribute to future design advancement.</p> <p>For design and technology, we aim to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. • critique, evaluate and test their ideas and products and the work of others. • understand and apply the principles of nutrition and learn how to cook. 		
	Underpinned by:		
	High Expectations	Modelling	VOCABULARY
	All children are expected to succeed whilst making progress from their starting point.	The skills needed to succeed in design and evaluation will be taught by teachers, who will ensure to provide examples of good practice with high expectations.	Subject specific vocab is taught explicitly and is expected to be used when talking about the processes that they are going on.

Implementation	<p><u>Design</u> - Children are encouraged to design using real-life relevant contexts to give meaning to the learning. They will plan using appropriate formats: drawing, templates, talking and mock ups.</p> <p>Children are encouraged to develop and refine their ideas and designs through the use of design books.</p>	<p><u>Making</u> - The children will have the opportunity to develop a range of making skills including measuring, cutting, joining, finishing, circuit building and coding.</p>	<p><u>Evaluate</u> - Children will evaluate their entire process, including but not limited to their final piece. They will think about what has worked well, problems that occurred and how successfully they were able to adapt and redesign to solve these problems. This should then inform their next project. After each new attempt or prototype made, the students will learn to re-evaluate their work and any flaws in their designs. Ultimately, we aim to see all children independently able to evolve their design and making process through the course of a single project, based on constant re-evaluation.</p>
	<p><u>Cross Curricular</u></p> <p>Children have lots of opportunity to apply skills that they have been taught in other curriculum areas, e.g. measuring and angle work in maths, problem solving skills, computing skills, drawing skills in art and forces and motion in science.</p>	<p><u>Share and consolidate</u></p> <p>Design books will be used to record each project with the evaluations added as the project commences. Design books follow the child into their next year group allowing them to review their past work.</p>	<p><u>Health and Safety</u></p> <p>Children will develop responsibility and follow important safety procedures when making new products. Children will learn about healthy eating through design and the important life skills of cooking. Through this, children will learn about personal hygiene and how to work safely with food.</p>

Impact	<p>The pupils are expected to know and understand the functional and aesthetic properties of a range of materials and resources. Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment. Children collate their ideas and progression in their design books, which provide valuable evidence of the impact. Also, the profile and importance design and making is raised, maintained and celebrated through the Art Gallery displayed on Parents Evening and in school displays.</p>			
	<p><u>Pupil Voice</u> Through discussion and feedback, children talk enthusiastically about their D&T lessons. Children across the school articulate well about the benefits of designing and making for a purpose with a user in mind.</p>	<p><u>Evidence in knowledge</u> Pupils know how and why it is important to learn and develop creative skills. Pupils can choose suitable techniques and explain the advantages and disadvantages of each design technique.</p>	<p><u>Evidence of skills</u> Pupils use acquired vocabulary in lessons. Pupils are taught how to use and apply skills, and have opportunities to practise these skills when making different products. Pupils demonstrate a progression of techniques and skills through their design books.</p>	<p><u>Breadth and Depth</u> The children are provided with a range of opportunities to use design skills and knowledge through creative and inspiring sessions. Our curriculum enables children to build on their prior knowledge whilst extending their skills and ability.</p>