ASPIRE • SUCCEED • LEAD
LADY ROYD PRIMARY
BRADFORD GIRLS' GRAMMAR SCHOOL CAMPUS
For girls and boys up to 11 years

# Curriculum Intent – Design & Technology

## Our Vision

Lady Royd Primary School's vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

Our ASPIRE values provide a strong focus on the personal development of every child; encouraging accountability, self-confidence, perseverance, integrity, respect and empathy for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

## The aims of the curriculum

- Provide a broad and balanced educational experience that meets the needs of the pupils, introducing them to the best that has been thought and said and preparing them to be well-educated 21st century citizens.
- Take account of the previous learning of pupils and their readiness for new experiences
- Stretch the most able whilst providing enrichment for all pupils.
- Provide personalised support for pupils with additional needs.
- Ensure that the curriculum in place at any given time provides an appropriate and relevant educational experience and that no pupils are disadvantaged by its provisions.

## Intent

At Lady Royd we aim to provide all children with a broad and balanced curriculum which prepares them for life beyond primary education. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Design and Technology is an inspiring, rigorous and practical subject. In EYFS, the continuous provision provides children with opportunities to explore art and design across both the primary and specific areas of the curriculum. It can be found in many of the object's children use each day and is a part of children's immediate experiences. At Lady Royd, the Design and Technology curriculum combines skills, knowledge, concepts and values to enable children to tackle real problems. It can improve analysis, problem solving, practical capability and evaluation skills. We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art. The children are encouraged to become innovators and risk-takers.

## Implementation

In EYFS Design & Technology is taught through the EYFS framework through focused modelling and daily provision activities. Design and Technology in Key Stage 1 and Key Stage 2 is taught, generally, in alternate half-terms and is cross curricular.

When designing and making, the children are taught to:

Design
• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups
• generate, develop, model and communicate their ideas through discussion and annotated sketches
• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluate
• investigate and analyse a range of existing products
• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Technical knowledge
• apply their understanding of how to strengthen, stiffen and reinforce more complex structures
• understand and use mechanical systems and electrical systems in their products
• apply their understanding of computing to program, monitor and control their products

Key skills and knowledge for Design & Technology have been mapped across the school to ensure progression between year groups. The context for the children's work in Design & Technology is also well considered and children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study.

Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## Impact

Within Design & Technology, we strive to prepare children to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to become creative problem solvers, both as individuals and as part of a team. Through the study of Design & Technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our Design & Technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic-linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Marking of work in books.

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