Intent

At Rotherhithe Primary School 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. We encourage and provide our pupils with the opportunity to make connections to other disciplines such as mathematics, science, computing and art. The children are also encouraged to reflect upon and evaluate their work.

Children's interests are captured through cross-curricular learning, giving children motivation and meaning for their learning. Children will learn basic cooking skills.

Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life.

We use Kapow's DT scheme of work to help sequence our curriculum. This provides excellent visual resources to support teaching and learning. It also helps ensure that teaching is sequential and cumulative.

Implementation

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in the structured process of designing and making. The children design and create products that consider function and purpose and which are relevant to a range of sectors (for example,the home, school, leisure, culture, enterprise, industry and the wider environment).

DT in the Nursery and Reception is a key part of the 'Expressive Arts and Design' area of the EYFS Curriculum (although there are also key links to the Physical Development and Maths areas of the EYFS Curriculum).

In Early Years Foundation Stage this looks like:

- Have opportunities to explore the making of products using a wide variety of materials
- They will cut, stick, draw and paint
- Have the chance to practise their cutting skills is permanently on offer
- Children will be encouraged to develop their use of a range of small tools, including scissors, paintbrushes and cutlery.
- Children will also be provided with opportunities to prepare food, including the cooking of food.

In Key Stage 1 this looks like:

Design:

- Design should be rooted in real life, relevant contexts to give meaning to the learning
- Planned through appropriate formats: drawing, templates, talking and mock-ups

Make:

- Children should be given a range of tools for their projects to choose from
- Children should use a wide range of materials and components; textiles, construction equipment and ingredients

Evaluate:

- Evaluate their own products against design criteria

In Key Stage 2 this looks like:

Design:

- Rooted in real life, relevant contexts to give meaning to the learning
- Researched designs based on functional, appealing products with purpose
- Planned by appropriate methods; annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.

Make:

- Children can select from a wider range of tools than KS1.
- Children should use from and select a wider rangeof materials and components; textiles, construction equipment and ingredients.

Evaluate:

- Evaluations should be in comparison to existing products.
- Children should evaluate against a design criteria
- Children should understand how key events and individuals have helped shape design and technology globally.

Impact

We ensure that children:

- 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 and 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. Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child.
- Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
- Through the evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world.

DT lead has monitored the impact and implementation of our curriculum through learning walks, book monitoring and by creating a progression portfolio. Learning walks were a great opportunity to not only see high quality provision including: specialised SEN support, teachers and pupils using Knowledge Organisers aid children recalling vocabulary and concepts, good subject knowledge and clear cross curricular links (Maths, Science, Computing).