



Design and Technology

Intent, Implementation and Impact

Intent

At Burlington Junior School, we aim to provide pupils with experiences that will allow them to gain invaluable knowledge and skills essential for active participation in modern British life. The successful integration of Design and Technology within the curriculum will clearly play a crucial role in this. The National Curriculum states that 'using creativity and imagination, pupils should design and make products that solve real and relevant problems within a variety of contexts.' Our Design Technology has been designed to create pupils who are curious, resilient, creative and can eagerly apply their knowledge to a range of real-life problems and scenarios.

Implementation

Our Design Technology curriculum covers the main strands outlined in the Key Stage 2 Primary Framework: designing; making; evaluating; technical knowledge; cooking and nutrition. The objectives listed are further sub-divided between upper key stage two and lower key stage two.

At Burlington Junior School, we plan and sequence the Design Technology curriculum so that the skills and knowledge can be covered in cross-curricular projects. Through doing so, we hope to enable pupils to fluently recall key technological and scientific facts and to make meaningful links in their learning. The Design Technology-specific vocabulary is overtly modelled and reinforced by staff, with discussion-based tasks integrated into each lesson to allow pupils to apply this vocabulary competently themselves.

Pupils are given the opportunity to research and evaluate existing products relevant to their own project, analysing successful components that they may want to include in their own product, whilst exploring how they will creatively integrate their own ideas. Through this thoughtful and careful evaluation, pupils will be able to create their own new and exciting product. They will carefully select their own materials and tools, considering which ones would be appropriate for the design criteria and which ones will help them create a successful finish to their product. Good health and safety routines are modelled and reinforced throughout each project.

Impact

Design and Technology assessment is ongoing throughout the relevant cross-curricular units to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each unit (objective tracker) to inform leaders of the improvements or skills that need to be further enhanced. Pupils are assessed against the key stage specific objectives set out in the progression framework. A significant part of assessment in Design and Technology will also be through a joint discussion between the teacher and individual pupils as each project progresses, allowing pupils to self-evaluate their own designs and products and enabling them to use subject-specific vocabulary confidently. Pupil voice also takes place after a specific project has been completed, typically on a termly basis. This enables leaders to assess the impact of the Design Technology curriculum and it acts as a tool to assess the depth of pupil understanding and knowledge. Book monitoring throughout all year groups also takes place once a term to compliment this.