



Design and Technology 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. Our designers will also be able to confidently investigate and analyse a range of existing products, understand how key events and individuals in Design and Technology have helped shape the world, and select from and use a wider range of materials and components. Pupils will be taught to make links between areas of learning, with the aim of developing engaged, motivated and curious learners that can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Our Design and Technology curriculum has been devised to cover all skills, knowledge and understanding as set out in the National Curriculum and the DfE's Recovery Curriculum Guidance. The National Curriculum states 'Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]'.

To ensure pupils develop a secure knowledge that they can build on, our Design and Technology curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Design, make, evaluate, technical knowledge, cooking and nutrition are all mapped out to ensure that pupils build on secure prior knowledge.

When covering each of these strands, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan. Design and Technology is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

How is our intent implemented in the classroom?

All learning will start with revisiting prior knowledge and making meaningful connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Teachers will use images and models to enhance learning.

Consistent learning walls in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on displays along with key facts, questions and model exemplars of the work being taught.

Design and Technology assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning for lesson activities and differentiation. Summative assessment is completed at the end of each topic where design and technology objectives have been covered.



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Our designers will be given a variety of experiences, both in and out of the classroom, where they are able to create memorable learning opportunities to further support and develop their understanding.

What is the impact?

At Burlington 'pupil voice' shows that pupils are confident and able to talk about what they have learnt in design and technology using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy design and technology and are able to recall their learning over time. Pupils' work demonstrates that design and technology is taught at an age appropriate standard across each year group, with sufficient challenge and opportunities to work at greater depth.