

## **D & T Statement of Intent Kenn C of E Primary**

### **Intent**

At the Kenn it is important that we acknowledge that technologies surround the communities in which our children live and grow up in. Their understanding of technologies and their knowledge of how to affect technologies is imperative to their development and the future of our communities and the planet.

All young citizens (especially those in Kenn) should develop a capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to society. Pupils need to be given opportunities to consider the use and impact of technological solutions on equity, ethics, and personal and social values. In creating solutions, as well as responding to the designed world, pupils consider desirable, sustainable patterns of living, and contribute to preferred futures for themselves and others.

Through D & T children will learn important life skills. They will be taught to problem solve, encounter resilience, evaluate and critically critique as well as developing making skills. We also want our children to be able to think and talk like an expert. Technical vocabulary will therefore be something the children become accustomed to.

### **Implementation**

#### **What do we teach? What does our teaching look like?**

At Kenn, we teach the National Curriculum, supported by a clear skills and knowledge progression starting in EYFS and continuing right through to the end of Key Stage 2. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. All teaching of D & T should follow the design, make and evaluate cycle. Each stage is rooted in technical knowledge and the design process should be rooted in real life, relevant contexts to give meaning to learning. D & T units are also organised so that they link to current class topics in order to combine and build on prior learning in D & T and link with other subjects. This can be seen in the federation's two year rolling curriculum overview.

While making, children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary. D & T should be taught to a high standard, where each of the stages should be given equal weight.

The key skills we teach children are:

- Sewing and textiles
- Cooking and nutrition
- Electrical and mechanical components
- Using materials

Assessment of children's learning in D & T is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children.

## **Impact**

### **What will this look like?**

#### **By the end of KS2 children will demonstrate:**

- A passion for the subject.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work collaboratively, confidently and constructively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and material to use to make their products.
- The ability to apply mathematical and scientific knowledge and skills accurately.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- That they can talk confidently about a range of designers and their experiences in design.
- Using their creativity to express themselves through a range of media.
- The ability to transfer taught skills to prepare them for future work life.