William Stockton Primary School

DT: Intent, Implementation, Impact Statement

Intent

At William Stockton, we intend that our Design Technology (DT) curriculum is to foster creativity, innovation, and critical thinking among our pupils. We aim to provide a rich and varied learning experience that:

- **Develops Practical Skills**: Pupils will acquire essential skills in designing, making, and evaluating products applicable to real-world contexts. This includes the use of tools, materials, and techniques across various disciplines within DT such as structures, mechanisms and food technology.
- **Encourages Problem Solving**: Through engaging projects, pupils are taught to identify problems and design solutions, instilling a mindset of resilience and adaptability. The curriculum encourages iterative design processes where children can understand the importance of revising and improving their work.
- **Integrates Cross-Curricular Learning**: Our DT curriculum is designed to link with other subjects, particularly science, mathematics, and art, ensuring that pupils can see the relevance of their learning in a broader context.

Implementation

Our implementation strategy for Design Technology in the Primary School is structured, inclusive, and responsive to the needs of all pupils. Key elements include:

- **Whole-School Approach**: Our DT curriculum is aligned with the National Curriculum and articulated across all year groups, ensuring progression in skills and knowledge. Each year group builds upon the skills learned in previous years, and projects are tailored to suit the age and ability of our pupils.
- **Hands-On Learning**: We provide ample opportunities for pupils to engage in practical, hands-on activities that reinforce theoretical knowledge. Finger fluency activities take place regularly so that children develop the DT skills to work effectively.
- **Collaborative Projects**: Students frequently work in pairs or small groups to strengthen their teamwork skills and encourage peer-to-peer learning. This collaborative approach mirrors real-world design processes and enhances communication skills.
- **Expert Guidance**: Teachers engage in continuous professional development through the DT Association to stay updated with best practices and innovations in the field.

- **Assessment for Learning**: Formative assessment is embedded in every project. Pupils are regularly encouraged to evaluate their own work and that of their peers, promoting self-reflection and critical appraisal. Structured conversations with adults help them to organise their ideas and thoughts.

Impact

The impact of our Design Technology curriculum is evident in the attitudes, skills, and achievements of our pupils:

- **High Engagement and Motivation**: Pupils demonstrate a high level of interest and enthusiasm for DT projects, reflecting their enjoyment and investment in the learning process.
- **Rich Learning Outcomes**: Our pupils consistently achieve high standards in DT, reflecting their skills in designing, making, and evaluating products. They display creativity and innovation in their projects which is displayed through our floor books.
- **Lifelong Skills**: Through their experiences in DT, pupils develop important life skills such as critical thinking, collaboration, and problem-solving, preparing them for future challenges in secondary education and beyond.
- **Curriculum Review and Adjustment**: We engage in regular self-evaluation of our DT programme through discussion with pupils, staff, and external evaluations. This ongoing process ensures we continually refine our approach to maximise impact.

In summary, our Design Technology curriculum is designed to equip pupils with essential skills, foster creativity, and respond to real-world needs supporting them onto the next stage of their education.