Carleton Rode CEVA Primary School
DT

"Engineering is the closing thing to magic that exists in the world."
Elon Musk

Our Vision	Our Values
'Love your neighbour as yourself' ***'Be yourself, but be your best self.'*** Design Technology at our school aims to embody our school vision. The intention is to inspire children to be the best version of themselves through inspiration, creativity and self-expression. Design Technology serves as a powerful enabler for personal development offering tools and platforms that support learning, productivity and well-being. Children can access resources and opportunities that contribute to their continuous growth and enable them to be the best version of themselves.	***Kindness*** We will incorporate group design projects that encourage collaboration and teamwork and emphasise the importance of being kind, respectful, and considerate when working with peers, valuing each person's contributions to the project. ***Honesty*** Encourage students to be truthful about their design choices, acknowledge limitations, and consider the potential impact of their designs on users and the environment. ***Perseverance*** Engage students in long-term design projects that span multiple sessions. This allows them to experience the journey of seeing a project through from conception to completion, fostering a sense of perseverance and accomplishment.

Intent	Implementation	Impact
At our school, children receive a Design Technology curriculum which allows them to exercise their creativity and passion through exciting designing and making opportunities. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make an end product. Skills are taught progressively to ensure that all children are able to learn and practise 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, developing a key skill which they need throughout their life. Through engaging in a creative and challenging curriculum, the children will develop a lifelong love of learning. The Design Technology curriculum will provide all children with the opportunity to develop their critical thinking and problem-solving skills, equipping them with the values to live well in our society and prepare for the challenges of the modern world. Design Technology at our school allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. All children will be given the opportunity to develop their understanding the importance of nutrition and safe food preparation. This will subsequently provide them with a lifelong skill, whilst also learning about ingredients and food traditions from different cultures around the world.	Our curriculum is shaped by our school values which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. Lessons are scaffolded to allow every child the opportunity to be successful. We teach the National Curriculum, supported by a clear skills and knowledge progression. This also ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. All teaching of DT follows the design, make and evaluate cycle. The design process is rooted in real life with relevant contexts that are pertinent to the children's everyday lives as young designers and inventors of the future. While making, children are given the opportunity to choose the tools and materials that best fit the task, whilst often working collaboratively, allowing them to further develop one of our core values as a school. Children evaluate their own products against a design criterion, which allows them to not only celebrate their successes but also consider how to improve the products that they have designed. Each of these steps is rooted in technical knowledge and vocabulary.	By the time children leave our school they will have: • An excellent attitude to learning and independent working. • The ability to use time efficiently and work constructively and in collaboration with others, supporting one another in a respectful and constructive way. • The ability to carry out research, show initiative and ask questions to develop a knowledge of an end-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 materials to use to make their products. • The ability to apply mathematical knowledge and skills accurately. • The ability to manage risks exceptionally well to manufacture products safely and hygienically. • A passion for the subject, which they will hopefully carry throughout the rest of their education and beyond. We are able to measure the impact that DT has had for all children by: • Determining the extent to which objectives are met within each lesson and overall, at the end of each unit through lesson assessments. • Summative assessment of pupil discussions about their learning. • Images of the children's practical learning. • Interviewing the pupils about their learning (pupil voice). • Annual reporting of standards across the curriculum.

Progress	Content & Sequencing	Enrichment
We aim for children to see themselves as problem solvers, who think deeply about how to create products for a real purpose. They learn how to create products following the design - make – evaluate process and they learn technical vocabulary linked to their projects. The problem-solving skills they learn through design and technology are an important part of them developing independent ideas about ways to approach things. 	The skills progression plan for design and technology has been carefully designed to ensure that the skills we want children to learn are built upon from Year R to Year 6. Teachers have access to planning resources which offer flexibility, so that projects can be linked to other areas of the curriculum where appropriate. 	Building a home for minibeasts in the school garden. Making pizzas in a day of cooking activities. Creating props for school plays. Opportunities for children to communicate their learning, for example talking to each other about their ideas in their design and technology work. 

Spiritual Development	Cross-curricular links	Monitoring the Impact
Children are able to design using creativity and imagination in order to solve real life problems considering their own and others needs, wants and values. Design can inspire, creating awe and wonder and exploring that some designs are explicitly for religious experience. Eg Mosque, Cathedral etc. 	DT projects frequently intersect with scientific principles. For instance, constructing simple machines, understanding materials and their properties, or exploring the impact of technology on the environment can integrate scientific concepts into DT lessons. We will further develop this through the exploration of STEM projects. 	The teaching and learning of DT is monitored by the DT lead. Monitoring tasks include study pf pupils' DT projects; termly learning walks, data analysis and pupil voice. Teaching staff also feedback on successes and areas needed further focus. The subject lead will then create an annual report which is shared with governors. 

Global Diversity	Financial Understanding
We will emphasise the importance of sustainable and inclusive design practices. Discuss how designs can consider the environmental impact and be accessible to people from diverse backgrounds and abilities, promoting global responsibility in design thinking. 	Design and technology projects can include entrepreneurial elements. Students can explore the financial aspects of bringing a product to market, understanding costs, pricing, and potential profits. This introduces them to basic economic principles. 