



DT Curriculum Intent, Implementation and Impact Overview

It is our intent at Beverley St Nicholas Primary to provide children with opportunities to design, make and evaluate products using a range of materials, including textiles, woodwork and electrical circuits. The skills acquired within design and technology lessons draw upon those learned in other areas of the curriculum, such as maths and science, enabling them to build upon previous experience in the classroom. Children also learn life skills through food technology, learning how to bake and cook using the safest techniques.

We have identified the key intentions that drive our DT Curriculum. At Beverley St Nicholas our DT curriculum intentions are:

| Intent | Research Link | Implementation | Impact |
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| To build a design and technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will remember more, understand more and be able to use more skills. | Education Endowment Fund research stresses the importance of developing character / essential life skills in childhood and the association with a range of positive outcomes at school and beyond | Clear and comprehensive scheme of work in line with the National Curriculum. Teaching and Learning should show progression across all key stages within design and technology. | Children will remember more, understand more and be able to use more skills. The large majority of children will achieve age related expectations in Design Technology. |
| To create a design and technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study. | Education Endowment Fund research indicates that the impact of arts participation has resulted in some improved outcomes being identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for | The Design Technology National Curriculum and EYFS is planned for and covered in full across the school. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. | As designers, children will develop skills and attributes they can use beyond school and into adulthood. |
| To fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the | | | |

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| <p>spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p> | <p>disadvantaged pupils. It also acknowledges that wider benefits such as more positive attitudes to learning and increased wellbeing have been reported.</p> <p>Enhancement - Education Endowment Fund research indicates that given the complex nature, and limited evidence of impact on attainment of enrichment activities, it is important to think carefully about what you are intending to achieve. It is also important to consider carefully whether such activities should replace curriculum linked activities, as this might have a negative impact on attainment.</p> | <p>Language: Design and technology specialist language will be taught within design and technology lessons across the school, and modelled by teachers in all DT lessons. The promotion and use of an accurate and rich vocabulary throughout school is planned into the curriculum.</p> <p>Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Design Technology and to use these skills across the curriculum.</p> <p>Design Technology Working Walls: Design and technology work is displayed in school, with a focus on terminology used throughout the teaching of design and technology, STEM and SMSC, which enables pupils to make links across the wider curriculum.</p> <p>Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. They will individually evaluate DT work to ensure that</p> | |
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| | | <p>their learning is personalised. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology.</p> <p>Basic skills: English, Maths and ICT skills are taught during discrete lessons, but are revisited in Design Technology so children can apply and embed the skills they have learnt in a purposeful context.</p> <p>Enhancement: We plan visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This can be linked to Design Technology and provides the opportunity for children to better understand the knowledge or apply what they already know.</p> | |
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