

# Ickworth Park Primary School



## Design Technology Overview 2024-2025

Intent	Implementation	Impact
<p>At Ickworth Primary Park School, we believe that Design Technology should be taught in a way that inspires creativity and imagination. Our pupils are encouraged to consider real-life problems; designing, making and evaluating products considering the product, purpose and user.</p> <p>We aim to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through drafting design concepts and ideas, creating their product and reflecting on its suitability.</p> <p>We provide opportunities for our children to research past and present designs and designers, understanding the impact that these products have had on daily life. When designing, children are encouraged to communicate their ideas through diagrams, mock-ups and prototypes. They learn technical knowledge relating to structures, mechanisms, textiles and food technology. They also develop skills when using various tools including scissor, saws and drills, considering accuracy and safety. Our children are encouraged to evaluate and test their ideas and products, ensuring that it meets the initial design brief.</p> <p>Ultimately, we aim to build an awareness of the impact of design and technology on our lives and encourage our children to become resourceful, enterprising citizens who have the skills to contribute to future design advancements.</p>	<p><b>As part of this planning process, teachers need to:</b></p> <ul style="list-style-type: none"> <li>consistently follow the school's curriculum scheme provided by Kapow to achieve the same high level learning outcomes for each year group.</li> <li>ensure the exercise books demonstrate the high level of teaching, pupil engagement, and coverage of a broad and balanced design technology curriculum;</li> <li>The Kapow scheme of work includes a comprehensive list of key facts and vocabulary that are taught in each unit. Our children are encouraged to use specially designed knowledge organisers where they can recap what has been taught and learn definitions of vocabulary.</li> <li>challenge pupils appropriately with open questioning and challenging, stimulating lesson contexts and provide learning opportunities to extend learning through the product design and user;</li> <li>supporting children with SEND by promoting their interests and developing their knowledge and skills. Design technology is a subject where children of all abilities can showcase their creativity and skills. The Kapow scheme includes differentiated guidance for every lesson should it be required.</li> <li>identify areas of weakness and seek support from the DT lead to address any problems with delivering the curriculum or</li> </ul>	<p><b>The expected impact following the Kapow Design Technology scheme of work is that children will:</b></p> <ul style="list-style-type: none"> <li>understand the functional and aesthetic properties of a range of materials and resources.</li> <li>Understand how to use and combine tools to carry out different processes for shaping, decorating and manufacturing products.</li> <li>Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD and products to fulfil the needs of users and scenarios.</li> <li>Understand and apply the principles of healthy eating, diets and recipes, including key processes, food groups and cooking equipment.</li> <li>Have an appreciation for key individuals, inventions and events in history and of today that impact our world.</li> <li>Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.</li> <li>Self-evaluate and reflect on learning at different stages and identify areas to improve.</li> </ul>

<p>The national curriculum for DT aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</li> <li>• build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.</li> <li>• critique, evaluate and test their ideas and products and the work of others.</li> <li>• understand and apply the principles of nutrition and learn how to cook.</li> </ul>	<p>resources. This may take the form of undertaking CPD or reviewing resources where necessary;</p> <ul style="list-style-type: none"> <li>• provide pupils the opportunity to work collaboratively and communicate effectively.</li> <li>• provide opportunities to evaluate their own work individually and with their peers, modelling language used to complete this and using the design criteria to evaluate it by.</li> <li>• The units will be taught through the three main stages of the design process; design, make and evaluate. Each stage is underpinned by technological knowledge for the contextual, historical and technical understanding required for each strand. The strands are: design, make, evaluate, technical knowledge and cooking and nutrition.</li> <li>• Children’s skills are developed in; mechanisms, structures, textiles, cooking and nutrition, electrical systems (KS2) and digital world (KS2).</li> <li>• Kapow scheme is a spiral curriculum, with key areas revisited with increasing complexity, allowing children to revisit and build on their previous learning.</li> <li>• There are many opportunities for cross curricular learning with Maths, English, ICT and Science</li> </ul> <p><b>The DT lead will:</b></p> <ul style="list-style-type: none"> <li>• ensure appropriate resourcing is in place for effective delivery of the schools DT curriculum;</li> <li>• develop and monitor the DT curriculum;</li> </ul>	<ul style="list-style-type: none"> <li>• Meet the end of key stage expectations outlined in the National and EYFS curriculum.</li> </ul> <p>Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Children in EYFS are assessed within Expressive Arts and Design and their progress is tracked termly on Insight Tracker. Age related levels are reported to parents at the end of the reception year.</p> <p><b>In addition, we measure the impact of our curriculum through the following methods:</b></p> <ul style="list-style-type: none"> <li>• termly assessment using Insight, showing attainment and progress;</li> <li>• monitoring and analysis of pupil progress;</li> <li>• pupil discussions and interviewing the pupils about their learning and attitudes to DT (pupil voice);</li> <li>• ongoing observations shown through methods we are meeting outcomes:</li> <li>• monitoring exercise books for evidence of coverage within a broad and balanced curriculum, identify progress made throughout the lifetime of a cohort in the school and key reference to where the children meet the objectives;</li> </ul> <p><b>As part of this assessment process, teachers will:</b></p> <ul style="list-style-type: none"> <li>• use appropriate skill level from the curriculum documentation to ensure</li> </ul>
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- monitor exercise books to ensure full coverage of the curriculum and expectations are high with work laid out with a date and learning objective;
- continue to reflect and develop the provision and resourcing in place in school, updating and refining as necessary for the benefit of the pupil's learning;
- support staff in planning lessons, supporting pupils needs and assessing their understanding in the subject and relevant skillset;
- support all staff, where required in training and organising appropriate CPD.

- assessment in line with expectations from other schools;
- use Insight focussed assessments every half term to inform assessment and teaching;
  - make observations during lessons and on pupil's completed task, and give feedback to aid progress and inform assessment judgement;
  - carefully guide pupils in maintaining a exercise book to high quality to demonstrate the learning and progression of skills.