

Vision Statement

“It’s not just about ideas, it’s about making ideas happen” John Nash

At Berridge, we want our pupils to become confident designers, with the ability to adapt, to question and to explore the practical world through creative design. We want to instil skills, knowledge and attitudes that they continue to use and develop throughout their lives.

The overarching theme for our curriculum is **People & Places** - Understanding the world that we live in and the people who inhabit it. Our school’s Core Values are **Considerate, Creative, Motivated, Reflective, Resilient and Respectful**. Our D&T curriculum provides the ideal opportunity for children to apply our core values through a broad range of projects; both individual and collaborative.

“Design & Technology is the subject where mathematical brainboxes and Science whizz-kids turn their basic ideas into useful products”

James Dyson

Intent

It is our intention that our pupils have memorable and first-hand experiences throughout the primary years, where they can design and make products to solve real life problems, within a variety of cross-curricular contexts.

Our D&T curriculum has been developed to equip pupils with the skills and hands on experiences needed to understand three core areas: Design, make and evaluate; Technical knowledge and Cooking and nutrition.

Our D&T programme will introduce children of all ages to understand how the design process works and explore how different media and materials work. In addition, it will give pupils an opportunity to:

- be **creative** when designing their own products, including exploring existing ones and in some cases, developing prototypes
- consider a range of users to give their products a purpose
- develop **resilience** when products need modification to meet their purpose
- be **reflective** when testing and evaluating their finished product

D&T is, where possible, cross-curricular and pupils often work collaboratively on products- learning to be **considerate** and **respectful** of other’s ideas.

The cooking strand of D&T teaches the importance of food and nutrition and provides our pupils with the fundamental life skills: learning how to cook whilst making a healthy and balanced diet. This connects our pupils with our curriculum theme of **people & places**, with cultural and traditional food specialities from around the world.

[National Curriculum Document for Design & Technology](#)

KS1 – P2, KS2 – P3, Cooking & Nutrition P4.

Implementation

Our D&T curriculum is built around essential knowledge, understanding and key skills. Units of learning build on previous knowledge and skills and are planned around subject progression maps, developed by the subject leads. These progression maps are used, along with the National Curriculum, when the year group teams plan and adapt their units of learning.

The teaching, learning and sequencing of the curriculum follows:

- Units of work may last a number of weeks or may be blocked over two or three consecutive days. Some projects are a single focus activity linked to a current topic
- D&T skills are modelled and taught in a whole class environment with pupils having the opportunity to investigate, explore and develop ideas and techniques before applying these skills in their independent work
- Children will be taught specific language linked with the topic they are learning which will help them to discuss and deepen their evaluation.
- Pupils are encouraged to evaluate and express an opinion of their work and that of others

DT Curriculum Statement

- At Berridge, we have developed end of year milestones for each foundation subject, based on the knowledge and skills we want our pupils to learn. Throughout the year, teaching staff build up a picture of pupils through observing pupils working in DT, having conversations with pupils about their designs and looking at the finished outcomes in order to accurately assess pupils against the milestones.
- To ensure assessments are rigorous and our curriculum is robust, subject leaders monitor progress through the moderation of work books, pupil voice, drop-ins. Any identified concerns are fed back to the appropriate teams or individuals and addressed.

Impact

The impact of our Design & Technology curriculum is primarily measured by observing pupils working, talking to pupils about their work and through evaluating at their finished products. Teachers use this evidence to assess pupils against the end of year milestones for D&T. This will inform future adaptations to our schemes of work. Subject leaders ensure the system is rigorous through monitoring and moderation of work, pupil interviews and lesson drop-ins.

By end of the D&T curriculum at Berridge, our children will:

- Have had a variety of practical design technology experiences, producing a number of useful items, such as money pouches and bird houses/feeders
- Be able to name and use a range of tools safely and confidently- such as needles, saws and glue guns
- Have had a number of opportunities to produce and taste food items such as vegetable savoury rice, scones, quiche and Viking honey bread
- Be able to name and use a variety of kitchen equipment safely and confidently such as peeler, knife, sieve and rolling pin
- Be able to talk about different aspects of the design process from initial ideas through to the evaluation of the final product