



DT on a page

Impact—What?

Learners enjoy DT lessons and are confident to 'have a go'.

Learners understand and apply the principles of nutrition and learn how to cook.

Learners consider how DT links to the wider world around them, identifying designs/products they appreciate and explaining why.

Learners develop a wider vocabulary, using technical and topic vocabulary.

Implementation—How?

Character education supports implementation, nurturing a resilient learning attitude.

High quality teaching that is appropriately pitched to individuals and linked to year group NC curriculum objectives.

Design and technology is an inspiring, rigorous and practical subject.

A range of mediums are explored, providing children with a opportunities to develop a variety of skills.

Learners understand how culture and history links to DT.

School trips are organised and visitors invited into school to enable appreciation and first

Intent: Why?

High quality and teaching and learning in DT to equip learners in gaining key vocabulary, knowledge, skills about a range of materials and tools to encourage critical engagement with design, sculptures and construction. Learners have opportunities to create and evaluate a range of products.

Learners have opportunities to explore how ideas are linked and encouraged to make connections. Learners are encouraged to be independent, to question, to discover, innovating and exploring new ideas.

DT expands a child's ability to interact with the world around them, and provides a new set of skills for self-expression and communication. DT allows learners to develop respectful attitudes towards diversity and inspire others.

A focused skill is taught each term and learners are provided with opportunities to explore and incorporate a range of materials, tools to **create, make and evaluate**.

Learners confidently apply their design technology knowledge to other areas of learning.

DT sequences are planned and delivered in creative and engaging ways.

Learners are encouraged to explore different ranges of design skills and tools to create and evaluate a range of products.

Enrichment opportunities such as trips, visitors and extra-curricular clubs.

Learners talk confidently about their learning in DT using appropriate and technical vocabulary.

Outcomes at the end of Key Stage are in line or above national average and progress in DT is evident.

Learners confidently 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.

Learners discover new interests and talents in design, sculpture and construction.