**Design Technology Impact Statement**

**Intent:**

DT should provide children with a real life context for learning. At St. John’s Green, we want to allow all children to aspire to be more, through creating opportunities for them in the wider world. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose.

**Implementation:**

All teaching of DT should follow the design, make and evaluate cycle. Each stage should be rooted in technical knowledge. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary. DT should be taught to a high standard, where each of the stages should be given equal weight. There should be evidence in each of these stages in the sketch books, which should also develop to show clear progression across the key stages as they are passed up through each year group.

*In KS1 this looks like:*

Design:

Design should be rooted in real life, relevant contexts to give meaning to the learning.

Planned through appropriate formats: drawing, templates, talking and mock-ups.

Make:

Children should be given a range of tools for their projects to choose from.

Children should use a wide range of materials and components; textiles, construction equipment and ingredients.

Evaluate:

Evaluate existing products.

Evaluate their own products against design criteria.

*In KS2 this looks like:*

Design:

Rooted in real life, relevant contexts to give meaning to the learning.

Researched designs based on functional, appealing products with purpose.

Planned by appropriate methods; annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.

Make:

Children can select from a wider range of tools than KS1.

Children should use from and select a wider range of materials and components; textiles, construction equipment and ingredients.

Evaluate:

Evaluations should be in comparison to existing products.

Children should evaluate against a design criteria.

Children should understand how key events and individuals have helped shape design and technology globally – products are in context!

**Impact**

By the time children leave the school they will have;

* An excellent attitude to learning and independent working.
* The ability to use time efficiently and work constructively and productively with others.
* The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of 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.