

## Design Technology

### Intent

At Kingfisher, we have developed our DT curriculum with the intention of inspiring our children to be the designers and engineers of the future. We intend for our design and technology curriculum to develop children's cultural capital as they progressively gain insight and understanding of the breadth and possibilities within the subject. Our curriculum, which is tailored to the needs and interests of our children, is carefully and progressively planned to build skills and knowledge and provide opportunities to apply them to purposeful design and create products. Children's curiosity and critical thinking is fostered through delving into the world of design, materials, structures, mechanisms and electrical control.

We will deliver a curriculum that:

- encourages children to follow the Iterative Process when designing products
- utilises the Iterative Process to develop the skills of critiquing and evaluating at each stage of the design process
- promotes collaborative and creative learning
- facilitates children working in a range of environments in order to create functional products aimed at the target audience
- challenges children to develop enquiry and research skills and promotes analytical thinking when identifying the features, problems and solutions in products
- builds on prior learning and promotes the progression of skills and transferring of them into all areas of learning

### Implementation

To explicitly support and implement these aims and intentions we teach DT through our iterative process that deliberately and cyclically builds understanding of the design and make process. At Kingfisher we have our own iterative process – Brief, Design, Prototype, Test and Evaluate.

The DT curriculum is reviewed and evaluated by the subject leader who shares and disseminates the very best practice to the staff team.

The teaching, learning and sequencing of the DT curriculum is implemented through –

- Carefully sequenced units of learning and lessons that build sequentially on skills and knowledge allowing children opportunity to recap and build upon conceptual knowledge across lessons, units and year groups
- key skills and knowledge mapped across each year group to ensure consolidation and progression of skills as well as fluency in knowledge
- our Iterative Process – Brief, Design, Prototype, Test and Evaluate. Each lesson links to a stage of the IP
- the delivery of collaborative and creative lessons designed to build confidence, inspire and continuously evaluate the process and the learning
- product outcomes that are shared and moderated across the school and wider trust
- displays celebrating the process of design and quality of the products
- widening children's horizons in the subject. For example, during The Griffin Science Symposium, children explore global issues and the need for new and improved innovations

## Impact

The Design and Technology curriculum enables children to champion our Kingfisher values of *Respect, Responsibility, Relationships, Resilience, Independence* and *Perseverance* as designers and innovators. They are offered opportunities to collaborate, learn and draw from each other's strengths whilst critiquing designs and products respectfully. Through our creative provision, our children have developed a love of the subject and a pride in their achievements which we hope they will continue at secondary school and in future life.

An integral part of the Design and Technology curriculum is taking risks and whilst undertaking purposeful projects, children will have undoubtedly made mistakes but also built resilience and tenacity: becoming confident problem-solvers empowering not only themselves but others around them too. For those children who may not always excel in core subjects, this platform will have created an engaging, creative academic outlet to develop vocational skills which can be transferred to many careers and hobbies.

Our curriculum exudes equality and we believe no child is left behind, therefore every child leaves Kingfisher equipped with the experience and confidence that they can design, create and adapt products collaboratively and strive towards careers incorporating Design and Technology as skilled, ambitious designers, innovators and developers for the future.