



Design & Food Technology Curriculum Intent

INTENT

At Newbold and Tredington C of E Primary school our Design & Food Technology curriculum aims to apply the skills of safety, health and hygiene. It encourages children to use their creativity and imagination, to design, make and evaluate products that solve real and relevant problems within a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers. High-quality design and technology education makes an essential contribution to the creativity, culture, economy, wealth and well-being of the nation and children at our school experience opportunities to make their own contributions towards this.

IMPLEMENTATION

Design and Food Technology Curriculum Intent rolls over a two year cycle:

Design Technology encourages creativity and imagination enabling children to design and make products that solve real and relevant problems. Our cycle involves the manipulation and use of different materials and movement systems, including textiles and electrical circuits, and allows children the opportunity to refine their skills in using these materials. Children are also provided the opportunity to explore food technology techniques to develop their understanding of where food comes from and the processes involved in creating simple dishes.

Children have the opportunity to develop their skills within the following design and technology forms across different scales, independently and collaboratively

- Cooking and nutrition
- Stable structures
- Programming and electrical
- Mechanical systems
- Textiles
- Inventions and achievements

IMPACT

Design Technology will be taught through a broad and balanced curriculum, incorporating skills within other curricular areas so that children will leave our school inspired by the growing technical world around them, both locally and worldwide, enabling them to demonstrate their cultural competence within society.

We measure the impact of design and food technology by summative assessment, images of practice learning, pupil voice and lesson observations.

