

## **Bridgewater Statement of Intent for Design and Technology**

At Bridgewater, children receive a design and technology curriculum which allows them to exercise their creativity through designing and making. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life. Design and Technology allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art using their knowledge to apply and problem solve. Children's interests are captured through thematic learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning. Children will learn basic cooking skills and the importance of a healthy balanced diet which enables them to have key life skills and positive attitude towards healthy living equipping them with key skills for their future lives to promote encourage and support independence. Y5 and Y6 have the opportunity to work with engineers and architects, and wherever possible link our work to the real world and careers.

### **What does Design Technology look like at Bridgewater?**

At Bridgewater we teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. All teaching of DT should include designing, making and evaluating across the school with technical knowledge being embedded and built upon with each year group. The design process should be rooted in real life for children to draw upon their own experiences and exploring the world around them. Giving tasks relevant contexts allows more purposeful learning to take place. While making, children should be given choice and a range of tools to choose freely from as well as having a range of different materials to explore; children are encouraged to be inquisitive. To evaluate, children should be able to evaluate their own and others products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary.