

**Harlow Inspirational Learning Trust**  
**Intent-Implementation-Impact Statement**

Please tick

- ☐ Henry Moore
- ☐ Milwards

Subject: Design and Technology

**Intent**

- Our curriculum intends to provide our children with 12 different Design and Technology projects. We intend that each project supports and develops the skills, knowledge and language required for the cyclic process of designing, making and evaluating. These skills are mapped out on our skills progression map.
- Children will be taught the technical skills of mechanics in KS1. In KS2 children will broaden their experience with technical knowledge, studying structures (yr3), electronics (yr4/6), and textiles (yr5). Technical knowledge themes have been chosen based on our children's development skills (gross/fine), prerequisite knowledge and a vision of the world they will be going into.
- We intend children in KS2 to learn about engineers, designers, inventors or manufacturers linked to the area of technical knowledge their project is based on. These engineers and designers have been carefully selected to model and reflect the impact design and technology has had on society in the past and the modern-day world.
- Our curriculum intends to teach our children how to follow recipes using the necessary skills to make dishes our children would naturally experience.
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**Implementation**

- Design and Technology is taught once in each year group in either the Autumn, Spring or Summer term.
- Design and technology is delivered as either a standalone lesson or linked within a topic if meaningful.
- Children are given two design briefs within the theme they are studying.
- The first brief is heavily structured and supported by the class teacher (half term 1). The second brief is carried out with greater independence, allowing children to apply taught skills and techniques to build innovative products (half term 2). This model is based on solo taxonomy.
- Each child uses a Design and Technology logbook when carrying out a brief. Logbooks will move up with the child *as they progress onto the next year*.
- We assess a child's Design and Technology capabilities at the end of brief *two* to get a fair and accurate picture of where they are working.
- Each year group carries out cooking once a year, *over a half term period*.
- At the end of each academic year, we hold a Design and Technology fair where children can showcase their work carried out in design brief two.

**Impact**

- Quality time is dedicated to the subject so that skills and knowledge are taught thoroughly.*
- *Less content is covered but in more depth, resulting in skills and knowledge being mastered and retained.*
- *More children work independently to make high quality innovative products.*
- *More children work at the expected standard.*
- *Children create real products for a real purpose for people.*
- *Children develop lifelong skills which are of value and relevance to them.*
- *Children develop positive attitudes and enjoyment towards the subject.*
- *Children view themselves as designers.*

