



William Shrewsbury D&T Curriculum Intent 2019 -20

*If you don't want to learn, nobody can make you. If you are determined to learn, nobody can stop you.*

Intent	Implementation	Impact
To allow children to use creativity and imagination so they make original things	<ul style="list-style-type: none"> <li>● Give children the opportunity to use and apply the skills and techniques that they have been learning more creatively within each unit.</li> <li>● Allow the children to try out their ideas without prejudicing their choice before they've had a go and been allowed to succeed/fail</li> </ul>	<p>Free thinking children who look 'outside of the box' for solutions to design problems which ultimately lead to better/innovative products being made</p> <p>More resilient children who accept failure/mistakes as a challenge, not a barrier, and use these to make their work better</p>
To encourage children to design and make products so the products they make work and are useful	<ul style="list-style-type: none"> <li>● Teach children how to draw in 3 dimensions</li> <li>● Learn how to cut and join a range of materials using a variety of hand tools and fixing techniques</li> <li>● Allow children time to adapt their work after evaluation stage.</li> </ul>	<p>Skilled designers who can quickly show/capture their thoughts in 3D sketches</p> <p>'Handy' children who can carry out simple home DIY projects using basic hand tools</p> <p>Reflective children who can act upon their own evaluations.</p>
To give the children a wide range of designing and making skills so they can make high quality finished products with a	<ul style="list-style-type: none"> <li>● Use a clear and progressive overview to ensure children are given opportunities to develop the skills of designing and making</li> </ul>	<p>Children have pride in their work/projects and they are of high quality</p>



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range of finishing techniques for products so their work is of a high quality		
To teach the children how to evaluate products so they can make their own creations work better and can understand how others have made their products work	<ul style="list-style-type: none"> <li>● Show the children how to examine a product and decide if the design criteria for it have been met</li> <li>● Allow children time to adapt their work after evaluation stage.</li> <li>● Disassemble products to find out how they work/are made</li> </ul>	<p>Children will be more competent at discovering flaws/successes in their work and that of others - their own work will be better as a consequence</p> <p>Children will be motivated to become designers/engineers as a career path</p> <p>Reflective children who can act upon their own evaluations.</p>
To understand nutrition and to learn to cook so they know how to eat healthily as they get older	<ul style="list-style-type: none"> <li>● Learn about foods which can cause health issues in later life and the alternative healthier choices available</li> <li>● Teach children recipes for savoury, not sweet, dishes</li> <li>● Teach children to prepare food ready for cooking/eating</li> </ul>	<p>A child who can make healthy choices about the things they themselves prepare to eat as they grow older, and choices around foods high in bad fats and sugar</p>
To broaden knowledge of the work of renowned designers from the past and present (ie. Leonardo da Vinci, James	<ul style="list-style-type: none"> <li>● Look at a broad range of designers and engineers from different places and times</li> </ul>	<p>Children will use ideas of, and lessons learned by, famous designers from history and present as inspiration</p>



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Watt, Karim Rashid, James Dyson, Gwynne Shotwell - [SpaceX] )	<ul style="list-style-type: none"> <li>• Meet practicing engineers, engage parents of children from Rolls Royce and Toyota to visit and talk about their work</li> </ul>	<p>Children will be inspired/motivated to become engineers in the future</p> <p>Children will understand how these designers have impacted their own lives.</p>
To enable children to recognise when they have used subject knowledge from other areas of the curriculum to support their DT work.	<ul style="list-style-type: none"> <li>• Plan in opportunities for children to recognise where they have used a skill set acquired in a different subject.</li> </ul>	Children will be able to say when they have used knowledge from another subject area to support their work e.g. recognising 3D shapes within a design for a wheeled toy.
To give children opportunities to take risks and be innovative when designing and making.	<ul style="list-style-type: none"> <li>• Learning Pit opportunities when designing and making.</li> <li>• Plan in situations where the children do not have the obvious tool / resource available and must innovate.</li> </ul>	<p>Children will be capable and enterprising.</p> <p>Children will have a deeper understanding of what they have learnt and how to solve real world problems.</p>