



Design & Technology Intent Statement

Here at Norden, we believe that Design & Technology should be taught as both an individual subject, and incorporated into other curriculum lessons where appropriate. Our D&T curriculum is therefore, driven by a meticulously mapped out progression for disciplinary and substantive knowledge but with natural links made to Science, History and Geography.

From the Early Years, through to Year 6, all children are inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. Through the evaluation of past and present design and technology, children develop a critical understanding of its impact on daily life and the wider world.

Our delivery of D&T incorporates the 6 key D&T principles:

- Use
- Purpose
- Functionality
- Design decisions
- Innovation
- Authenticity

and sits central to contextualising the learning across the STEM subjects using the Early Years Framework (Expressive Arts and Design) and National Curriculum.

The fundamental aim of each unit of learning is to design and make **something** for **someone** for **some purpose**. Children are provided with opportunities to investigate existing products and practise relevant techniques which in turn, feed into the designing, making and evaluating cycle. Throughout this cycle, children are encouraged to follow the iterative process between ideas and how they are communicated and clarified through activity.

We ensure the children are taught the appropriate vocabulary so that they can explain and evaluate both their own work, and that of others, using the appropriate terminology.

Ultimately, our D&T curriculum aims to develop resilient problem solvers and forward thinkers. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.