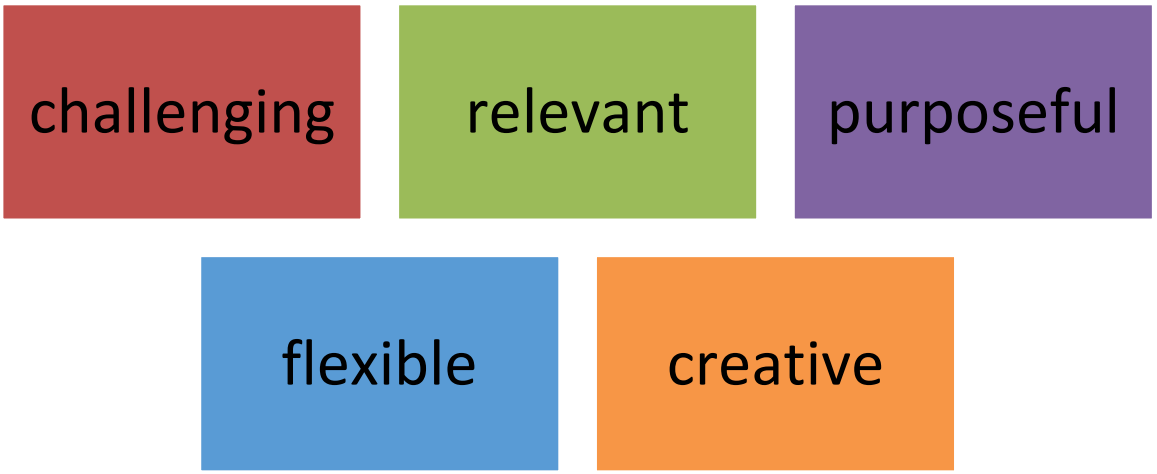
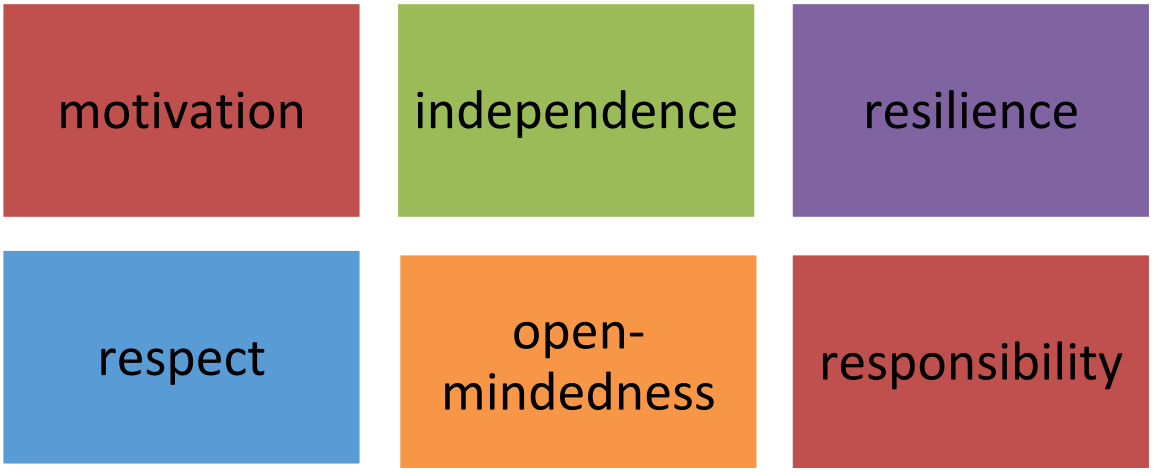
Design and technology intent:

Through our school vision of 'opening a world of learning and opportunity' we intend to deliver a design and technology curriculum that will be:



In doing this we will develop our values of:



We strongly believe that high quality design and technology learning inspires children to be curious and open-minded about real life problems and that this motivates them to learn, think and act as engineers, but also as responsible, morally aware young people.

As a school we believe knowledge and skills go hand in hand, so our curriculum works to develop these simultaneously. This is structured through units planned using our 'Vigo enquiry cycle' and is supported in delivery by our '50 things to do before you leave Vigo', 'the Vigo chid', 'Vigo reading canon' and solo taxonomy. Design and technology has a place in all of these.

Design and technology should provide children with real life context to learning. At Vigo, we want to allow children to aspire to be open-minded about real life problems by creating opportunities for them in the wider world. Through learning about design and technology pupils at Vigo will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. The pupils at our school will learn how to take risks, become resourceful, innovative, enterprising and capable young adults. Through the evaluation process of

Design and technology, they will develop a critical understanding of how it's impact on daily life and the wider world. Through our carefully designed, concept driven curriculum children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with real life purpose. We plan purposeful outcomes which enable children to show what they have learnt and to think about what this learning means for them and for others.

Design and technology implementation:

At Vigo primary school we ensure high quality design and technology teaching and learning through the implementation of our concepts driven curriculum delivered through the Vigo enquiry cycle. This allows children to be inquisitive, open-minded and resilient.

Design and technology is taught every term at Vigo. The summer term sees design and technology take central positions as the curriculum driver.

We challenge, motivate and involve all learners through design and technology lessons, helping to support the development of children who question the world. Our use of solo taxonomy helps to ensure open-ended learning, with challenging tasks that ensures glass-ceilings are not placed on children's learning. Support has been given to staff on impactful and purposeful task design, ensuring equity of learning opportunities across the school. This allows children to delve deeper into their understanding and to apply their factual knowledge to a higher degree, reaching their own conclusions and giving their own interpretations.

Within design and technology, we strive to prepare children to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our design and technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

Children have opportunities to explore a wide variety of real-life problems and explore their own ways to solve them. This will initially be with investigative and evaluative activities to explore current designs and products. Through the time spent investigating and evaluating the children will learn and build upon knowledge needed for their task. Doing these activities, allows the children to decide on a product for their intended purpose and audience thus enabling them to create a design criteria. Children will then move on to more focussed tasks which allows children time to learn and develop their skills needed for making a product. After they have got the skills and knowledge needed they can then apply this to designing, making and evaluating their final product.

Design and technology should be taught at a high standard with teachers modelling skills throughout. Each stage: investigative and evaluative; focused tasks and design, make and evaluate; should all be given equal weight. There should be evidence in topic books of each of these stages, this should show a clear progression throughout the unit and between years.

Through involvement in enrichment days, science and maths, the children will grow a sense of motivation and resilience for dealing with problem solving issues. Through our rich design and technology curriculum, children will be prepared and well equipped for a successful future in design and technology.