

 <p>Condover Church of England Primary School Love Each Other and Know We Are Loved Love Forgiveness Trust</p>	 <p>St Edward's Church of England Primary School Love Each Other and Know We Are Loved Love Forgiveness Trust</p>	 <p>BITTERLEY C OF E PRIMARY SCHOOL "Be courageous; be strong. Do everything in love" (1 Corinthians 16:13-14)</p>
Design Technology		
Intent	<p>We want children to:</p> <ul style="list-style-type: none"> • be inspired, innovative and creative thinkers. • have an appreciation for the product design cycle through ideation, creation, and evaluation. • develop the confidence to take risks, through drafting design concepts, modelling and testing and to be reflective learners who evaluate their work and the work of others. • build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. 	
Implementation	<ul style="list-style-type: none"> • Our Design and technology curriculum follows the National Curriculum's three main stages of the design process: design, make and evaluate and technological knowledge. • Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. • Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. • Our curriculum has a clear progression of skills and knowledge within the strands and key areas across each year group. • In our curriculum, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in the six key areas. Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. • Our curriculum is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work. • Our Design and technology curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the EYFS Framework and the National Curriculum. • Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. • Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and technology curriculum. Staff can access videos to develop their subject knowledge and support ongoing CPD. 	

Impact	<p>Children who:</p> <ul style="list-style-type: none"> • understand the functional and aesthetic properties of a range of materials and resources. • understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products. • build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, cad, and products to fulfil the needs of users, clients, and scenarios. • understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment. • have an appreciation for key individuals, inventions, and events in history and of today that impact our world. • recognise where our decisions can impact the wider world in terms of community, social and environmental issues. • self-evaluate and reflect on learning at different stages and identify areas to improve. • meet the end of key stage expectations outlined in the national curriculum for design and technology. • meet the end of key stage expectations outlined in the national curriculum for computing.
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