DT intent – We want our children to leave Ravensdale having been engaged and intrigued by DT and understand the range of opportunities that DT can give them. They leave being able to make things and are interested in this area whether it be as a career, hobby or further education opportunity. Our children can take risks, be resourceful, reflect on their accomplishments as well as the challenges they have faced. They can talk about the impact of DT on daily life in the wider world.

NC – Teaching of DT implementation –
- Develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Knowledge and Skills
The following is the sequence of learning each DT unit should follow to ensure a clear progression of knowledge and skills:

Design
(Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design)

Make
(Select from and use a wider range of tools and equipment to perform practical tasks - for example, cutting, shaping, joining, and finishing. Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities)

Evaluate
(Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world)

Running throughout each stage will be an adherence to **technical knowledge**. This will include how to strengthen structures, the use of electrical and mechanical components as well elements of computing to monitor and control products.

The Teaching of DT at Ravensdale:

Food Technology
As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Strategies for teaching DT should include:
- Teacher modelling.
- Exploring and researching example models.
- A design phase which makes links to Science and Maths.
- Using a range of task-specific tools and materials.
- Encouraging a resilient approach to the making stage.
- A reflective evaluating stage.
- Tasks that are relevant to the children's experiences and promote creativity.

Strategies for recording DT should include:
- Using technology to take photos/videos of the learning sequence and children to verbally record their thoughts.
- Class books to include photos of the learning sequence and children to include succinct comments.
- Children to create lap books which show the sequence of learning and each stage of the DT learning sequence.

Year group coverage			
Year 3	**Year 4**	**Year 5**	**Year 6**
Textiles – Money container (*stocking trial for 23-24 year*) Photo Frames Food – Healthy Sandwich	Bridges Cookies Mechanisms (pop-up page)	Victorian Puddings Pneumatic Space Toy Biomes - textiles	Wooden Picture Frames Fair Trade Recipes Motor Fairground Rides

Impact – Teachers will observe and see evidence of...
-application of DT skills and knowledge through new concepts.
- The development of creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- The building and applying of a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users
- The critique, evaluate and test their ideas and products and the work of others