

Desired impact of Design Technology

Sarah Pook
September 2021
Final version

© Hampshire County Council

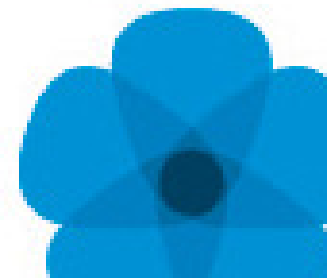
Overview

This document contains...

Information on how to assess whether our Design Technology curriculum is having the desired impact?

Points to consider when using this resource

Please add and amend as necessary



How do we know that our Food Design curriculum is having the desired impact?

How do we know that our Design and Technology curriculum is having the desired impact?

Teachers

- Become more knowledgeable.
- Have higher levels of confidence in delivering all areas of the design and technology curriculum.
- Can give senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are coping with the taught content.*
- Teach consistently well, applying sound pedagogical practices in all lessons.
- Plan coherent learning journeys based on the unit overviews.
- Seek support from subject leads when they are less confident.

Children

- Can talk with confidence about what they have learned, using correct terminology.
- Are enthused and interested in a wide range of design and technology curriculum areas.
- Can talk about the specific characteristics of design and technology and the disciplines associated with it.
- Can show adults examples of their learning and describe the 'why' behind work they have produced.
- Demonstrate good learning behaviors in all lessons.
- Are able to explain how their learning within a subject builds on previous learning.
- Are able to make thoughtful links between subjects.
- Can all access, enjoy and make progress within the design and technology curriculum - regardless of their starting points, or any additional needs they may have.

Children's work

- Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example.
- Captures their increasing understanding of key concepts within each design and technology subject area
- Illustrates their developing understanding of the disciplines of each subject area, as well as the declarative knowledge content.
- Shows that a coherent teaching sequence has taken place within each unit of work.
- Demonstrates design and technology curriculum's emphasis on subject-specific terminology.

Visitors and Governors

- Give us positive feedback about pupil engagement and behaviors in lessons.
- Comment on the high-quality work that they see.
- Report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development.

Parents and Carers

- Give us positive feedback about their children's attitudes to school.
- Share examples of when their children have been enthused by the design and technology curriculum (e.g. they've been talking about learning at home or carrying out their own research because of their interest).

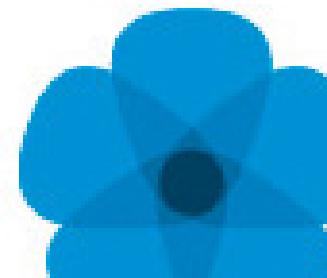
**The design and technology curriculum is the progression model and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.*

Design and Technology

sarah.pook2@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

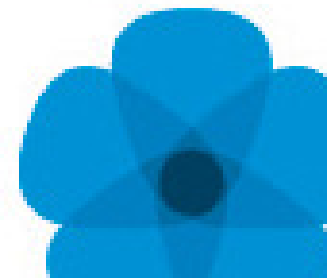
Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk



Upcoming Courses

Keep up-to-date with our learning opportunities for each subject through our Upcoming Course pages linked below. To browse the full catalogue of learning offers, visit our new Learning Zone. Full details of how to access the site to make a booking are provided [here](#).

- [English](#)
- [Maths](#)
- [Science](#)
- [Geography](#)
- [RE](#)
- [History](#)
- [Leadership](#)
- [Computing](#)
- [Art](#)
- [D&T](#)
- [Assessment](#)
- [Support Staff](#)
- [SEN](#)



Terms and Conditions

Terms of licence

Moodle+ subscribers are licenced to access and use this resource and have agreed to pay the annual subscription fee. This authority starts when the fee is paid and ends when the subscription period expired unless it is renewed. This file is for personal or classroom use only. By using it, you agree that you will not copy or reproduce this file except for your own personal, non-commercial use. HIAS have the right to modify the terms of this agreement at any time; the modification will be effective immediately and shall replace all prior agreements.

You are welcome to:

- download this resource
- save this resource on your computer
- print as many copies as you would like to use in your school
- amend this electronic resource so long as you acknowledge its source and do not share as your own work.

You may not:

- claim this resource as your own
- sell or in any way profit from this resource
- store or distribute this resource on any other website or another location where others are able to electronically retrieve it
- email this resource to anyone outside your school or transmit it in any other fashion.

