

Design and Technology Core Purpose Statement

Intent: (what is the purpose of this subject)

We aim for the children to use their creativity, imagination and research, to make, evaluate, test and improve products. They learn to solve real and relevant problems within a variety of contexts. We aim for the children to consider their own and others' needs, wants and values as well as focusing on the product's purpose, functionality, innovation, authenticity and appeal. Pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. They learn how to take risks, becoming resourceful, innovative, enterprising and helping them to become capable citizens, ready for the world.

As children progress into KS2; through subject research and the evaluation of past and present design and technology, pupils develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology teaching and learning is a dynamic, on-going process. It includes making sustainable choices, appreciating the environment, using natural and recyclable materials, researching employment opportunities and enterprise projects involving our diverse local community.

Despite subject specific curriculum content, the DT curriculum interconnects with other subjects such as science, art and the humanities, as well as engineering and computing.

Implementation: (how is this structured/sequenced)

D&T is divided into two sub areas: Design and Technology and Food Technology, with meaningful and relevant links being made across different subjects and year groups. Both are taught discretely with opportunities for cross-curricular links. Each unit teaches required skills and knowledge and is consolidated across the year.

The DT Curriculum map provides a clear sequence of learning through units of work, building progressively from the early years and key stage one to the end of key stage 2. These units of work link with year group specific subjects to make these learning opportunities more meaningful and relevant for pupils.

We have used Kapow Primary as the basis for our curriculum planning, the planning supports progression across units as well as supporting teacher subject knowledge. This planning is adapted by class teachers to suit the needs and starting points of their class to ensure children have opportunities to build on prior learning and extend their thinking.

Pedagogy: (what is the approach taken)

Elements to our DT lessons

The range of teaching and learning styles of D&T at CMPS depend on the age group of the children, teacher, and context and content being taught i.e., child initiated or teacher directed in the EYFS.

What will you see in a lesson?

Every DT lesson will be centred around the following phases from our whole school approach to teaching (see curriculum statement).

- **Memory platform** – children will revisit material from previous learning linking to their current unit – this may be looking at diagrams, vocabulary or prototypes and identifying elements or techniques

that have been taught and are needed in the lesson.

- **Connect** – Recap last lesson and how it will help children in the current lesson, to provide a purpose for learning. This may be through the use of images and visuals to support understanding.
- **Keywords** – Explicit teaching of new vocabulary with the use of visuals.
- **Modelling** – Adults will model the design process clearly using step by step instructions and visuals and diagrams to support this. Demonstrations of skills will be broken down by the teacher and carried out using practical materials to ensure children cement understanding of new skills to memory.
- **Independent practice** – Children will practise the skills taught and will create their own end product. This stage may be broken down further with the teacher revisiting the ‘modelling’ stage of the lesson to ensure children have appropriate scaffolding to succeed.

Evaluation: (how will outcomes be measures for your subject)

Outcomes in DT are measured through a combination of children’s practical work and skills retained through end of unit ‘big questions’. Big Questions in design technology assess the children’s knowledge of the processes and skills they have learnt such as ‘why do you use a slider in a book?’ - encouraging the children to think critically. Each ‘big question’ will be assessed by the teacher to identify whether a child has met or exceeded the expected standard, these assessments will be used to inform the teacher’s end of year summative assessment. An end of unit practical task acts an opportunity for children to apply the skills they have been taught – teachers use the sticky points outlined for each unit to assess what skills have been learnt and retained. Exemplifications of practical work will support teachers assess this.

Next steps: (what are the key priorities for development in this subject)

1. Any outstanding resources needed to be purchased for the academic year 2021/22
2. Review of current units and evidence as photographs sent by teachers
- 3.