



R = Encourage Resilience and Perseverance



A = Develop Articulate Learners.



I = Influence Aspirations



N = Nurture Curiosity



B = Instil British and Christian Values



O = Provide Opportunities to build upon knowledge and skills



W = Wellbeing and Health



INTENT STATEMENT

The intention of our Design Technology curriculum is to encourage children to foster an interest in designing and making, whilst developing their curiosity about how different technologies operate within the wider world around them. This allows children to utilise their own creativity and imagination to design, make and evaluate real-life products, that have been carefully selected to make cross-curricular links throughout our Curriculum and support retrieval. Our bespoke Curriculum design ensures that children take part in focused purposeful tasks in which they progressively develop practical skills and technical knowledge, spanning across the four disciplines of food, textiles, structures and mechanisms throughout each year group. Each of the units follow a clear design process adhering to a strict design brief; through discussion and research, designing and making, evaluating and modifying their work, children record their achievements in individual pupil workbooks.



INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED

Each year group will experience 4 topics:

- Food
- Textiles
- Mechanism
- Structure/Electrical

Each of our DT topics follow the same structure including:

- Evaluating existing products
- Tinkering activities (practical tasks)
- Design criteria
- Design and planning
- Making
- Finishing
- Testing and follow up
- Evaluating

Within each topic, children will be drawing upon their ability to observe, imagine and use their memory.



VISION

Our bespoke curriculum design ensures the children take part in many focused practical tasks in which they develop skills and knowledge through a topic framework. The children are given the opportunity to work with a variety of construction kits, simple mechanisms and a wide selection of materials, tools and techniques. Children are encouraged to follow a design process; through discussion and research, designing and making, evaluating and modifying their work, both individually and in small groups.



EYFS AS THE 'BEDROCK'

Intended EYFS Learning

Topics are themed to link across topics in the curriculum and to help EYFS to achieve ELG.

ELG - Expressive Art and Design.

- 1.) Creating with materials
- 2.) Being imaginative and expressive

Characteristics of Effective Learning.

Finding out and exploring, playing with what they know, being willing to 'have a go', being involved and concentrating, keeping on trying, enjoying achieving what they set out to do, having their own ideas, making links, choosing ways to do things.

See EYFS **knowledge planner**.



CULTURAL CAPITAL

At Parish, we embed different opportunities for the children within our DT long term plan to enhance the children's learning and experience within school and the wider community.

Each topic highlights 'Real world link' for the skills they will be developing in the topic. This could be cross curricular links (healthy diet in science or measure in maths) or links to future careers (Engineers and electricians)



READING AS THE BEATING HEART

Incorporation of reading across our DT curriculum is

'the beating heart.'

Vital vocabulary

Use of bespoke knowledge organisers.



CURRICULUM PROGRESSION

Parish Church of England Primary

DT LONG TERM PLANNING - Whole School Topics 2021 - 2022

	Food	Autumn	Spring	Summer
Nursery	See Summer	Junk Modelling buildings	Textiles threading, exploring pattern	Food Technology Healthy eating - Fruit and Vegetables
Reception	See Summer	Junk Modelling Vehicles	Textiles threading, sewing and exelatio	Food Technology Healthy eating- Where food comes from
Year 1	Preparing fruit and vegetables project: Salad	Textiles Templates and joining Superhero capes	Mechanisms Wheels and axles project & labelled Vehicles	Structures Chatterbox; puppets
Year 2	Preparing fruit and vegetables project: Dips and dips	Structures Free-standing structures project: Zoo enclosure	Mechanisms Sissors and Levers Project: Moving picture books	Textiles Templates and joining project: Hand Puppet
Year 3	Healthy and varied diet project: Scenes	Structures Shell structures project (including computer-aided design) Bow for scenes	Textiles 2D shape to 3D project: Juggling balls	Mechanisms Hydraulic and pneumatic/hydraulic heads as any creature or character
Year 4	Healthy and varied diet project: 'Healthy packs' Sandwich	Textiles 2D shape to 3D project: Planes on wheels	Mechanisms Systems Levers and linkages project Creating creatures	Electrical Systems Simple circuits and switches project Night light
Year 5	Celebrating culture and seasonality project: Bread	Textiles Using computer-aided design (CAD) in textiles Christmas decorations	Structures Frame structures project: Shelters	Mechanisms Come: Mikado tag
Year 6	Celebrating culture and seasonality project: Soup	Textiles Using computer-aided design (CAD) in textiles Small bag for something important, mobile phone, gylbag tablet case, shopping bag, hat/cap, garden tool belt, let them choose	Gears and pulleys Make a pulley, use gears in construction kit	Electrical Systems More complex switches and circuits project (including programming, monitoring and control) 'BEE'?

Refer to Long term plan and progression document




PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE)

Use of bespoke knowledge organisers and planners for lesson delivery and to support independent home study.

- Teaching and learning supported by Rosenshine's Principles of Instruction (Review, Check for understanding, Provide Models, Provide Scaffolds)

- **QUEST** approach to lesson delivery

Question to answer.
Understanding previous learning.
Explore new knowledge and vocabulary.
Student practise.
Talk, test, tell.




STAFF CPD (LINKED TO GOOD PRACTICE)

Our DT subject champion has received CPD from Steph O'Donnell —a DT specialist. Steph O'Donnell has delivered CPD to teaching and support staff. Staff CPD has taken place through staff meetings on the DT curriculum delivery.



APPROACH TO ASSESSMENT

Assessment in DT consists of bespoke statements in each topic for each year group, which were derived from our progression document alongside the National curriculum. Within each year groups assessment documentation are statements that are linked to techniques which they cover. Evidence of them meeting these criteria may be present in pupil workbooks, demonstrated in their final product and may have been witnessed by the class teacher.



MEETING THE NEEDS OF ALL LEARNERS

Children are supported through the use of word banks and adult support.

Use of knowledge organisers to pre-teach concepts and to use within lessons help support learning.



OUR IMPACT

By using workbooks that have familiar layout, children are aware of the design and making process and are encouraged to persevere in developing and improving their ideas over a period of time as well as reflecting on the making of their product.

Reflection and evaluation of own and peers' work develops their oracy.

Real-life design tasks and scenarios chosen for tasks. Planning linked to careers within design.

Children are curious learners in DT through the use of 'Learning Quests' as well as exploration with materials, tools and resources. Also, D.T is delivered through four areas of Food. Textiles. Structures. Mechanisms which nurtures curiosity

Within ever topic, children build on their knowledge and skills though progressive knowledge planners which



GOVERNOR COMMUNICATION

Our Link Governor: Mike Foster



SUBJECT PRIORITIES AND ASSEMENT DATA

Talk to the Subject Leader about their priorities for this year and up-to-date assessment data.