Curriculum Statement of Intent
Teaching and learning of: Design and Technology

<table>
<tr><td>INTENT</td><td colspan="3">At Thorpe Primary School we aim to provide children with a DT education that is relevant in our rapidly changing world. We want to encourage our children to become problem solvers who can work creatively on a shared project. Children are encouraged to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. Design Technology projects are made cross curricular wherever possible linking to other subjects taught such as mathematics, science, computing and art. We encourage children to learn to think and intervene creatively to solve problems, both as individuals and in groups, and results in the acquisition of new knowledge and skills. The children are given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness. They are encouraged to become innovators and risk-takers, allowing them to demonstrate the skills and knowledge they have been taught and applying it practically.</td></tr>
<tr><td rowspan="2">Underpinned by</td><td>The teaching of skills</td><td>The application of skills</td><td>Vocabulary</td></tr>
<tr><td>Thorpe pupils will:
produce creative work, exploring their ideas and recording their experiences
become proficient in sculpture and other design techniques
evaluate and analyse creative works using the language of design
know about great designers, engineers, architects, and chefs and understand the historical and cultural development of their art forms
Understand how design has shaped the way we live today and how key areas of history have impacted on our lives today.
Understand how design is always adapting to meet our changing needs.</td><td>At Thorpe, pupils are given regular opportunities to:
develop and apply the skills that they have been taught to support their learning in other curriculum subjects alongside D and T lessons
experience an engage activity to and excite them and capture their imagination.
look at examples of work
look at and discuss D and T vocabulary
KS2 - study a designer and how D and T has contributed to the history, culture and creativity of the nation
design a product
learn skills through a series of hands on, skills based lessons – independently or in groups.
make a product (ensure enough time is given for this – day per half term to complete)
evaluate the product
showcase the product</td><td>Thorpe pupils will understand and use appropriate topic vocabulary. This will be related to the topic they are looking at and will allow the children to expand their vocabulary in a specific and useful way.</td></tr>
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<td rowspan="2">IMPLEMENTATION</td>
<td rowspan="2">SEND
According to OFSTED, pupils with special educational needs make better progress in D&T than in most other subjects.
They enjoy the practical application of their ideas. Plus, their personal engagement with the task improves attention span, patience, persistence and commitment. Knowledge and understanding is drawn from across the curriculum and helps to develop and enable numeracy, literacy and communication skills that can be applied in practical ways.
Pupils with SEN often find designing activities problematic. Therefore thought is required to ensure pupils can access and produce successful initial design work.
Activities focused on the physical making of designs may need supporting ‘one to one’. Yet it is also important to encourage pupils to work as independently as possible. For example, by using key words sheets, flow charts and visual instruction sheets which explain a process in a step-by-step manner. Working in a group may also assist in developing SEN pupil’s social skills and allow them to interact more meaningfully.</td>
<td>Curriculum Approach
Children develop their D and T skills each year by building on their prior knowledge. DT is taught throughout other areas of the National Curriculum making links to areas such as science and history. Children are taught about historical and cultural development, learning about significant designers, engineers, architects and chefs. Children are taught skills which they then apply to creating a high-quality finished product. They have opportunities to create, explore ideas and evaluate works using language of design.</td>
<td>External Stimuli
Children from Nursery through to Year 6 are taught about DT through a variety of mediums, these can include; themed days, topics, visitors, trips and exhibitions.</td>
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<td>Resources
Children have access to a wide variety of D and T tools and materials. These can include electrical components, wood, plastic, saw, clamps, as well as food and cooking implements & utensils. They will utilise these resources and apply their theoretical knowledge when using them as well as their practical skills.</td>
<td>Thoughtful Questioning
Encourages deeper thinking about creativity, and interpretation of D and T. This in turn is a skill that can be used across the curriculum.</td>
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IMPACT

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Our Design and Technology curriculum is skills based, high quality, well thought out and is devised to ensure progression. We measure the impact of our curriculum through the following methods:

Pupil Voice	Evidence in Knowledge	Evidence in Skills	Breadth and Depth	Assessment
Through discussion and feedback, children talk enthusiastically about their D and T lessons and other cross curricular lessons (e.g. themed days). Children across the school articulate well about the benefits of learning about designers and being creative. Some examples are: Pupil discussions about their learning with peers, teachers and DT leader which includes discussion of their thoughts, ideas, processing and evaluations of work.	Pupils know how and why it is important to learn and develop D and T skills. Pupils know how design has shaped and contributed to history. Children also have a broad vocabulary that they can apply in the correct context.	Pupils use acquired vocabulary in lessons accurately. Pupils understand the learning of skills and are able to demonstrate this by producing high quality products.	Teachers plan a range of opportunities to use D and T skills and knowledge through creative and inspiring sessions inside and outside school. DT lead also encourages use of one day per half term to complete a project.	Teachers fill in termly formative assessment sheets and the DT leader reflects on standards achieved against the planned outcomes. Learning Walks and book looks Through a celebration of learning which demonstrates progression across the school.