

Curriculum Statement of Intent

Teaching and learning of: Design and Technology



INTENT	<p>At Thorpe Primary Academy 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. 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. Children should be able to make deliberate and explicit links to other curriculum areas. The aim of the United Curriculum for food is to ensure that all pupils leave primary school with the ability to cook a selection of healthy dishes using a variety of techniques, and to be able to make choices about what they eat based on values like source, seasonality, and nutritional value. These life skills are even more important in the context of rising obesity and climate change.</p>		
Underpinned by	<p>The teaching of knowledge & skills</p> <p>The Design & Technology curriculum at Thorpe Primary Academy provides children with coherent, knowledge of DT and the wider world, through the framework of three vertical concepts. Beginning first with the National Curriculum, we have designed our curriculum as a progressive model around these vertical concepts which provide a concrete lens through which to study and contextualise design and technology, as well as small steps to help pupils to gain a deep understanding of complex, abstract ideas:</p> <p>Investigate, disassemble and evaluate.</p> <p>Focused practical task.</p> <p>Design and make, evaluate.</p>	<p>The application of skills</p> <p>At Thorpe, pupils are given regular opportunities to:</p> <ul style="list-style-type: none"> • 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. • approach challenging design questions. • look at examples of work. • look at and discuss DT vocabulary. • KS2 - study a designer and how DT 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 including marking out, cutting skills, fixing skills, joining skills, mechanical and control skills, finishing skills including food hygiene– independently or in groups. • make a product (ensure enough time is given for this – possible day per half term to complete) • evaluate the product against its intended purpose. • showcase the product. 	<p>Curiosity about the opportunities by Design Technology</p> <p>Ensuring that all pupils can see themselves reflected in the Design & Technology curriculum, by exploring the contributions made by a wide range of designers, past and present. Opportunities to develop character by understanding the difficulties faced by those designers and seeing how characteristics such as resilience and risk taking contributed towards success. Understanding the contribution that design and technology makes to creativity, culture, wealth and the well-being of a nation and that more opportunities exist than ever before due to technological advances.</p> <p>The ability, and desire, to cook balanced, sustainable meals for themselves and their family: Ensuring that the recipes and foods chosen reflect relevant cuisines from the local context, the UK and around the world. Providing recipes that are balanced and sustainable, which can be cooked after school in a family context.</p>

IMPLEMENTATION	EYFS	KS1	KS2	
	Early Years is the first opportunity to develop our children’s curiosity for DT. We implement our DT curriculum by following the interests of the children through the Early Years Foundation Stage Statutory Framework which aims to guide children to make sense of their artistic and cultural awareness and supports their imagination and creativity. Pupils have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what pupils see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.	In Key Stage 1, through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in a frequent process of designing and making. This ensures a firm foundation and understanding of DT, ready for Key Stage 2.	In Key Stage 2, the DT curriculum is delivered through a progressive model which follows the vertical concepts required to be applied for new learning.	
	Curriculum Approach		External Stimuli	
	The curriculum content is carefully situated within existing schemas. Every unit considers the prior learning that is a prerequisite for that unit and builds on that knowledge to develop a deeper understanding of that concept. Vertical concepts are used within lessons to connect aspects of learning. Knowledge is explicitly taught to pupils and carefully sequenced to ensure pupils are provided with opportunities to practice these skills throughout the curriculum. Opportunities for extended writing appear throughout the curriculum. These have a clear purpose and audience and crucially allow the pupils to write as technologists. Children are taught about historical and cultural development, learning about significant designers, engineers, architects and chefs.		Children from nursery through to Year 6 are taught about D&T through our visitors, trips and artefacts to enhance the learning experience. Children will have the opportunity to find out about the range of jobs and careers that learning in D&T can lead to.	
SEND	Resources		Thoughtful Questioning	
To enable children of all abilities to access the curriculum, additional models and scaffolds are provided. Teachers ensure their planning meets the needs of all children; changes to pedagogy are also considered and changes to content are made in consultation with the DT Lead and the SENCO.	Children have access to a wide variety of D and T resources including practical materials. These can include electrical components, wood, plastic, tools, as well as food and cooking implements & utensils. They will have access to resources to back up the theory of a topic.		Encourages deeper thinking about creativity and interpretation of D and T. This in turn is a skill that can be used across the curriculum. Questioning is used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in an open manner.	

IMPACT	Our Design and Technology Curriculum is high quality, well sequenced and is planned to demonstrate progression year on year, giving pupils the skills and knowledge and vocabulary that they need to move forward in their learning, alongside opportunities to apply their knowledge to different situations. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:			
	Pupil's books and discussions	Evidence in Knowledge & skills	Breadth and Depth	Assessment
	Through discussion and feedback, children talk enthusiastically about their DT lessons. 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. In these discussions with staff, teachers and leaders can determine whether pupils have a good understanding of the concepts and if they can link recently taught content to learning from previous units.	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. Pupils understand and demonstrate D and T skills through work produced. Children can explain the skills they will need to complete a project. Pupils evaluate the final product against the expectations and prior learning through the use of the disciplinary knowledge.	Teachers plan a range of opportunities to use D and T skills and knowledge through creative and inspiring sessions inside and outside school. Our Design and Technology curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum especially for the most disadvantaged by organising guest speakers and promoting careers in design and technology. We contribute towards the cultural capital for the children in terms of the knowledge and skills they need to be successful learners and in wider life. Cultural capital in DT has been identified in terms of the knowledge useful to our lives and we are aware that powerful knowledge will put children at an advantage.	Our curriculum is designed in a way to be suitably challenging; we believe that if children are keeping up with the demands of each lesson, that they are making good or better progress. Teachers constantly interact with children assessing their thinking, knowledge, and understanding. Feedback is actionable, precise and acted on by the children in every lesson. Teachers review learning during learning, spaced after the unit has been taught. Pre learning quizzes are used to ascertain whether children have mastered the prior learning needed to enable them to access the planned unit. This takes place prior to the start of new learning to provide time for any prior learning gaps to be addressed. Low stakes quizzes are used as a measure of knowledge acquired at the end of each unit.