



## **Curriculum Statement – 2021/2022**

### **Design and Technology**

#### **Intent**

- Deliver high-quality Design and Technology (DT) education which allows children to apply the knowledge and skills of designing and making products for a variety of purposes and audiences
- Deliver a curriculum which links with mathematics, science and other areas of the curriculum, and helps prepare our children for the developing and ever-changing world
- Enable our children to consider the needs of individuals and of society within the context of the wider Newton-le-Willows community, as well as support them in the wider world to become informed consumers and potential innovators
- Assist children in developing a greater awareness and understanding of how everyday products are designed and made.

#### **Implementation**

- Allows children to work in a range of relevant contexts and areas across their time in school, including: product design, structures, mechanisms, food technology, textiles, mechanical systems and electrical systems
- All resources, tools and software are used under the guidance of class teachers, and any equipment or software
- All units of work are delivered safely
- Teachers always teach the safe use of tools and equipment and insist on good practice
- Children will be supervised in their use of equipment at all times, and direct safety instructions will be given to children each time they undertake a design and technology activity
- Food safety procedures will be followed when preparing for food activities, with all teachers aware of food hygiene procedure
- DT is taught as a discrete subject, three times per year. This is undertaken during a two week period of sequenced lessons covering each unit individually. This sequence of lessons takes place, in most instances, every term
- Staff use a range of resources to facilitate children's progress and attainment towards the end of key stage objectives outlined in the National Curriculum. This include bespoke, teacher-made resources, Plan Bee and externally recommended products and systems
- Lessons within a unit always follow the same design process: research, plan, make, test, evaluate
- Each sequence of lessons includes the use of knowledge organisers. These are designed to help children understand and remember key learning and vocabulary
- Staff assess children on an ongoing basis. Staff will use both formative and summative assessment judgements to inform their practice and differentiate their lessons appropriately to account for pupil ability and level of challenge
- Teachers set ambitious targets which stretch pupils of all abilities and ensure inclusivity
- The school continually maintains, updates and develops its resources to allow effective delivery of the National Curriculum
- The subject leader has good knowledge and seeks to further the subject through continuous professional development, research and regular meetings, including local network meetings

## Impact

- Teachers regularly assess pupil understanding through a range of formative assessment strategies, observations and looking at completed work in relation to the specified objectives
- Through individual and team endeavours, they will learn the necessity of clear planning, effective/efficient production, collaboration with others, self and peer-evaluation and flexibility.
- Children use technical knowledge and skills in a range of practical applications and scenarios
- In the EYFS, class teachers assess children's development and progress in DT by making informal judgements as they observe children
- At regular intervals throughout the year, an assessment of learning outcomes is recorded and pupil's attainment and progress data is gathered. This is used to identify which children need further support or enhanced challenge
- In Key Stage 1 and 2, class teachers gather evidence of what individual pupils know, understand and can do in DT by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce
- As in EYFS, at regular intervals throughout the year, an assessment of learning outcomes is recorded and pupil's attainment and progress data is gathered. This is used to identify which children need further support or enhanced challenge
- Children will cover the guidance of the National Curriculum
- Children will access to high quality design bases projects, challenges and resources and develop a real love of Design and Technology
- Our pupils will leave school with specific subject knowledge and skills to prepare them for the next phase in their educational journey and able to integrate into a modern British society