ST. ANDREW'S D&T CURRICULUM

D&T CURRICULUM INTENT

The Design & Technology (D&T) Curriculum contributes to the St. Andrew's Core Values:

Compassion: By supporting each other in design choices and the production of their product.

Achieve: Through planning, producing and evaluating their finished product.

Respect: Showing care to the equipment and others around them.

Enjoy: Through every child having the opportunity to shine with practical activities and having pride with the end result.

Our curriculum for D&T at St. Andrew instils qualities such as curiosity, inquiry and determination and how to work both independently and collaboratively to gain an in-depth understanding of the creative and problem-solving process. The sense of achievement after creating a tangible product fills our pupils with pride and boosts self-esteem. It is our intention that our D&T Curriculum will provide opportunities to solve real and relevant problems, allowing our pupils to develop essential everyday skills and unlock their potential to be the designers and innovators of tomorrow. The D&T Curriculum encourages our children to learn, think and intervene creatively to solve problems both as an individual and as part of a team.

D&T CURRICULUM IMPLEMENTATION

CURRICULUM CONTENT & DELIVERY

In each year group the D&T units are often linked to other curriculum subject topics, closely tracking the National Curriculum objectives through the Kapow scheme of work.

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand.

Cooking and nutrition* has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under four subheadings:

Design, Make, Evaluate, and Technical knowledge.

We follow these subheadings which make up the Kapow Primary strands: ● Design ● Make ● Evaluate ● Technical knowledge

Kapow Primary's Design and technology scheme has a clear progression of skills and knowledge within these strands and key areas across each year group.

Our National curriculum overview shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands. Our Progression of skills shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Cooking and nutrition is given a particular focus in the National curriculum and we have made this one of our six key areas that pupils revisit throughout their time in primary school: ● Cooking and nutrition ● Mechanisms/ Mechanical systems ● Structures ● Textiles ● Electrical systems ● Digital world

DT lessons are delivered to the equivalent of once a fortnight for 45 minutes or blocked into longer lessons if the unit requires.

EQUALITY FOR ALL

As part of the vision for St Andrew's, every child can experience a variety of different opportunities within the DT Curriculum: planning, designing, making, evaluating and technical knowledge of products. We ensure that children who are achieving well, as well as those who are in need of additional support, are identified, and additional provision and strategies are planned in which ensures all reach their full potential.

CURRICULUM ENRICHMENT

Where possible, curriculum links are made with topics to provide rich opportunities for a deeper understanding of both knowledge and skills. School trips and visits may also generate choices for DT topics. Resources available for the subject within school such as use of the canteen kitchen and equipment, work benches and a variety of tools to enable development of the DT skills. Other skills are developed such as: Literacy skills: speaking and listening. Maths skills: measuring, shape and accuracy and other skills such as IT where appropriate for the design process and also partnered or team working.

D&T CURRICULUM IMPACT

Units of work are regularly monitored to ensure that the appropriate skills and knowledge are being demonstrated. Skills will be assessed both formatively: during DT lessons through observations and discussions with the child and summatively: through self-evaluation of the product and against the level descriptors for the subject.

The impact of the scheme used at St Andrew's will be monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit. Our aim is that pupils at St Andrew's should leave our school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society. The expected impact of our teaching of Design and Technology at St Andrew's is that our children will:

➔ Understand the functional and aesthetic properties of a range of materials and resources.

➔ Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.

➔ Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.

➔ Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.

➔ Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.

➔ Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.

➔ Self-evaluate and reflect on learning at different stages and identify areas to improve.

➔ Meet the end of key stage expectations outlined in the National curriculum for Design and technology.

➔ Meet the end of key stage expectations outlined in the National curriculum for Computing.

After summative assessment, level descriptors are used to make a judgement on a child's ability and skills.