



Design and Technology Curriculum

Curriculum Intent

DT- the study of DT is important because; it encompasses our values of respect for others designs, perseverance to strive for progress and responsibility to follow the design process.

Through studying Design and Technology, pupils learn and understand the way technology can change our lives and the lives of those around us. They are able to understand the purpose behind researching, designing and making new and innovative objects and the 'how' behind these designs. During their time in school, pupils learn about key figures in the field of design and technology and where they fit into our history, how their designs changed the world and how we can innovate their designs to make progress. They will also learn a progression of key skills as they move through the year groups in our school. They begin to understand which tools are suitable for particular jobs and tasks. Throughout school, they learn about different materials and which materials are best fitting for their design brief. Design and Technology will fit within our bespoke curriculum and will be woven into the 3-term topic stimulus of 'Discover' 'Create' and 'Explore'. The Design and Technology curriculum exposes our children to enriching, hands-on experiences, immersing them in creativity incorporating all of the elements of STEM, equipping them with personal qualities such as sharing good practice, innovation and integrity. For those with a particular passion for the subject, the Design and Technology curriculum exposes children to a range of related careers, raising aspiration and developing a sense of purpose.

Curriculum Implementation

	EYFS	Year 1 - 6
Pedagogical Approach and Strategies	Different strands: <ul style="list-style-type: none"> - Researching - Designing - Making - Evaluating 	Following the 'Create' aspect of the whole school curriculum Learning in parallel classes should mirror each other – linked to the block of learning. However, individual classes could have individual lessons designed for them if formative assessment identifies the need e.g. additional lesson on a learning objective if you feel as

	<ul style="list-style-type: none"> - Key Vocabulary - Digital Resources - Other Techniques <p>Learning in parallel F2 classes should mirror each other – linked to the block of learning.</p>	<p>though it has not been met by majority of children.</p> <p>Follows the statements on the D&T progression document.</p> <p>D&T will follow four different strands.</p> <ul style="list-style-type: none"> - The national curriculum for Design and Technology aims to ensure that all pupils: <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in using a variety of techniques evaluate and analyse creative works using the language of Technology, craft and design know about great builders and architects, craft makers and designers, and understand the historical and cultural development of their Design and tech pieces of work forms including cultural capital. <p>Evidence of depth and challenge in D&T, linked to the big question.</p> <p>Trips/visitors should be carefully planned for the Create term to enhance the curriculum. e.g. whole phase DT projects like making electronic Christmas Cards in UKS2. FSMP has also taken part in, hosted and facilitated 5 Minster Teaching Alliance DT networks across the academic year.</p> <p>PurpleMash and Outdoor learning should be key parts of teaching and learning in DT.</p>
Timetabling	<p>Focus in Spring term but continually provided for through UTW and other provision.</p> <p>D&T activities to be planned for and carried out in the outside learning environment as much</p>	<p>D & T lessons primarily taught during the 'Create section of the curriculum. This will be in the Autumn term. In order to cover the whole curriculum it may be necessary to deliver some aspects of D&T in the 'Create' and 'Explore' terms.</p> <p>Teacher judgement will be required to determine how much D&T should be taught per week. The progression document knowledge and skills need to be taught in depth. Some aspects may be able to be taught in one session, some may need an afternoon or more than one</p>

	<p>as possible.</p> <p>Children to be given opportunity to talk about what they notice (using accurate vocabulary) and make connections in the continuous provision.</p> <p>Provision to be focused on the current D&T topic.</p>	<p>session in a week. Some may be taught over a day during an off timetable</p> <p>What If lessons should be 2 whole afternoons per week or the equivalent.</p>
Design and Technology across and outside of the curriculum	<p>Comes through in any DT events that we celebrate as a school/nationally/Internationally e.g Make your Mark Day</p> <p>Comes through and connects to 'Explore' and 'Discover' aspects of curriculum also</p> <ul style="list-style-type: none"> - Discovery – Victorians making mechanical puppet characters for a text (UKS2) - Discovery – The May Flower (KS1) - Explore – Food week (UKS2) - Explore – Food week (LKS2) 	
Vocabulary	<p>Every class will have a list of appropriate vocabulary for D&T. Choose appropriate vocabulary to display on topic display. Ensure this is referred to throughout lessons.</p> <p>Accurate vocabulary to be used in class discussions/lessons and in books.</p> <p>One strand of the DT curriculum is 'D&T vocabulary.' This includes a brief list of vocabulary for each year group. These are progressive and detail new vocabulary that must be taught each year</p> <p>Staff must expect children to use the correct vocabulary in verbal and written responses. Children encouraged to use accurate vocabulary through feedback responses.</p>	
Expectations for recording	<p>Tapestry observations of outside environment learning</p>	<p>WALT to be written underneath the full date and underlined with a ruler</p>

children's work	<p>and D&T in the continuous provision.</p> <p>Photographs in books/floor books</p>	<p>Majority of work recorded in Sketch books for design work / What If books for extended written pieces about D&T.</p> <p>Work can be evidenced using What If display and in floor books.</p> <p>Practical lessons/discussion based lessons can be evidenced in floor books – children can annotate or label.</p> <p>Aim to limit number of worksheets – variety of lesson types.</p> <p>High levels of presentation with all work – Beautiful Books. High expectations for spelling and punctuation</p> <p>High expectation of skills learnt and transferred into pieces of D & T .</p>
Expectations for marking	<p>Children get constant, immediate feedback verbally in line with marking and feedback policy.</p>	<p>Teachers to at least acknowledge work with tick.</p> <p>Comments written when appropriate to develop understanding and knowledge i.e encouraging the correct vocabulary. Comments should also promote depth and challenge.</p> <p>Teachers to mark in green pen.</p> <p>If written feedback given that requires response, then time must given in the next lesson for children to respond.</p> <p>Preferable, feedback to be immediate and acted upon with the lesson.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>
Expectations for absent children	<p>Teachers to ensure children given recap of lessons missed/previous learning.</p>	<p>Teachers to ensure children given recap of lessons missed/previous learning.</p>
Environment	<p>Quality resources for independent access</p> <p>Interactive activities</p>	<p>Resources should be of good quality and there should be enough to support all pupils that may need to access them.</p> <p>Visible display in classroom with current Topics</p> <p>Vocabulary on display</p>

	<p>Outside environment with resources and equipment</p> <p>Topic display</p> <p>Key vocabulary on display and on learning intention cards in continuous provision.</p>	<p>Examples of children's work</p> <p>Books in book corner that are related to the topic.</p> <p>D&T display in communal area (LKS2) with work from all phases.</p>
EAL provision	<p>Visual support and/or bilingual dictionaries with images will help EAL children to show their understanding in this area of learning. (Many dictionaries have clearly presented sections/pages which can be easily referred to by both children and teachers). This could also be shared with parents to encourage continued learning at home in first language.</p>	
Homework	<p>Homework will not always be necessary.</p> <p>Homework/research task may be given in preparation for new topic.</p> <p>Homework may be sent out during topic if extra research is required</p>	