Design & Technology Curriculum

Intent, Implementation and Impact

At St Thomas More Primary School we value each child as an individual with a unique potential for learning. We strive to be an inclusive community where children grow, learn and achieve together in the presence of God. With a culture of equality, we aim to ensure that every child believes in themselves and are empowered to aim high. All that we do in school is underpinned by our values: Unity, Humility, Respect, Determination, and Fairness. We link these to our British Values and they are the key drivers for our curriculum intent. Our ethos is set to remind our pupils to be proud of their achievements, encourage them to want to achieve high standards and supports our relational approach to behaviour and promote the formation of the complete person

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Design and technology is fully inclusive to every child. Our aims are to: fulfil the requirements of the National Curriculum, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills through evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world, to participate successfully in an increasingly technological world using the language of design and technology. The aims of teaching design and technology in our school are: • Develop creative, technical and imaginative thinking	All pupils take part in Design and Technology lessons. To ensure high standards of teaching and learning in Design and Technology, we have planned and implement a curriculum that is progressive throughout the whole school. Our Design and Technology planning is in line with the National Curriculum in England. We have included Nursery and Reception class in our progression of knowledge and skills as we strongly believe in building the foundations for creativity as soon as children start our school. A progression of vocabulary has also been planned to provide pupils with the language to explain and describe their work clearly and precisely. Design and Technology is taught across the whole school in 'blocks' three times per year. This raises the profile of the subject and ensures that it is given adequate teaching time to ensure that the knowledge and skills are covered. This also provides an opportunity to display and showcase the outcomes produced to parents and visitors on a regular basis and celebrate pupils' work. This also enables the subject leader to effectively monitor the subject and identify strengths and areas to develop because all year groups focus on the same strand of Design and Technology at the same time. All units begin with a 'flashback' to enable pupils to retrieve knowledge and skills taught in previous units and in previous years. Every lesson also contains a short flashback to keep skills and knowledge 'on the boil' and in the long term memory. Typically, a unit will begin by evaluating existing products linked to the final design outcome. Learning is broken down into steps and teachers model new techniques and skill. Pupils are given opportunities to practice new skills before applying them in their final work.	Within design and technology, we strive to prepare children to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our design and technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods: • Assessing children's understanding of topic linked vocabulary before and after the unit is taught.

in children and to develop confidence to participate successfully in an increasingly technological world. • Enable children to talk about how things work and to develop their technical knowledge, • Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users, • Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures, • Develop an understanding of technological processes and products, their manufacture and their contribution to our society, • Foster enjoyment, satisfaction and purpose in designing and making things, • Critique, evaluate and test their ideas and products, and the work of others,	All units provide pupils with opportunities to build on skills previously taught and to develop new ones. Pupils are encouraged to explain and describe their work referring to the vocabulary taught. Pupils from Year One upwards use a Design and Technology book to record their ideas, plans and to evaluate their work. These books are taken up with the pupils each year to use as a tool to support learning. Pupils evaluate their own and others' work and make suggestions for ways in which they could improve their work, enabling them to take responsibility for their own learning and progression.	• Summative assessment of pupil discussions about their learning. • Images of the children's practical learning. • Interviewing the pupils about their learning (pupil voice). • Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work. • Annual reporting of standards across the curriculum. • Marking of work in books.

• Understand and apply the principles of nutrition and to learn how to cook, • Understand how key events and individuals in design and technology have helped shape the world.		