



DT Curriculum

INTENT

- **Our Vision**

At Stone CE School, it is our intent that our children will achieve their full potential and become independent, 'lifelong learners' who are prepared for the future. We strive to provide a program of learning opportunities for all children to gain the basic knowledge and understanding which underpin design and technology. In addition, we endeavour to provide continuity and progression for all pupils throughout the curriculum as they move through the school. We aim to ensure health and safety of all pupils during design technology activities. Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. At Stone School, children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. We want children to learn how to take risks and become resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, we want them to develop a critical understanding of its impact on daily life and the wider world. We believe that design and technology allows the children to see the value in testing out ideas, finding solutions to issues and reflecting at each stage of design and production. These are all valuable, growth mindset skills which can be transferred to other subjects and out of school activities.

- **The rationale**

The fundamental role of design and technology at Stone School lies in allowing children the opportunities to apply their creativity and their imagination to design and make products to solve real and relevant problems. Design and technology provides children with opportunities to consider their own needs and wants along with the needs, wants and values of others when creating new products. Design and technology is an evaluative subject and children are given the chance to draw on the disciplines learnt from other subjects, including mathematics and science.

- **Meeting the needs of identified groups i.e. SEN, EAL, disadvantaged children and the most able pupils**

Teachers use the progression of skills document to ensure that the DT curriculum is taught progressively and builds upon prior knowledge. Lesson plans identify different groups of children and show how they will be either supported or challenged in lessons. Teachers set tasks that can be completed in mixed ability pairs or groups to ensure that less able pupils or those needing additional support can be supported by their peers. Some tasks are differentiated by outcome meaning that all children are able to achieve in a lesson and feel a sense of pride and accomplishment in their work. A subject guide for staff has been produced by the subject leader which gives examples of what a child should be achieving to be considered greater depth in DT. Teachers use this information to help set challenging tasks that would show children are working at greater depth.

- **Reading in this subject**

Children are introduced to new vocabulary when a new topic is taught as well recalling previous vocabulary from previous year groups. Vocabulary is displayed and referred to in lessons. During topics children will be required to do some level of research and comparison which will support their own designs and decisions.

IMPLEMENTATION

- **Introducing new learning**

A comprehensive progression of skills document has been drawn up and introduced to show the progression in DT from EYFS to Year 6. This clearly shows what knowledge and skills children need to have gained in previous years to ensure they are ready for the next step in their learning. Because these are passed up with children throughout their time at Stone School, teachers use this document to check for any gaps in previous learning and can address these before then moving the children on to ensure that children are developing their understanding and acquiring the skills they need.

- **Teaching approach**

At Stone School, DT is taught both as an individual subject and in a cross-curricular, topic approach alongside art, history and geography in 3 out of the 6 half terms. Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. A WALT for the lesson as well as S2S are identified and shared with the children at appropriate points in the lesson. A range of auditory, visual and kinaesthetic approaches are used in lessons to support children as they learn. Teacher demonstration is often used to share new skills with the children before they attempt the task set. Throughout the curriculum children complete tasks individually, in pairs or in groups depending on the skills they are learning, encouraging independent and collaborative learning. Some tasks are differentiated by outcome meaning that all children are able to achieve in a lesson and feel a sense of pride and accomplishment in their work. The children follow a carefully planned progression of skills which helps to ensure that they are building on fundamental knowledge and understanding from the years before.

- **Schemes/resources**

A range of resources are used by teachers in DT lessons. These include resources such as fabric, wood and mod rock as well as physical and visual resources to inspire children. We have access to a well-equipped kitchen for children to participate in food technology sessions and develop their cooking skills.

- **Educational visits and enrichment activities to develop cultural capital**

Trips and WOW days are planned across the school that enrich children's knowledge of design and technology. These include baking bread in Year 2, pizza making in Year 3 and a Year 4 trip to Waddesdon Manor where the children carry out work on 'Myths and Legends'.

- **Ensuring good progress and attainment**

Children's topic books and teachers planning are monitored by the subject leader to ensure progression in DT across the school and to ensure children are receiving a range of experiences. Class teachers assess children half termly and say whether they are WTS, ARE or GD in DT. This data is then monitored by the subject leader and compared to progress in reading, writing and maths across the school. This is monitored by the subject leader across the year and reported to senior staff in school.

IMPACT

- **Expected outcomes**

That children have made good progress from their starting points, evidenced by teacher assessment. That assessment data shows that children are achieving to the same standards as in core subjects evidenced by teacher assessment and work in books.

- **How outcomes for pupils are measured**

Outcomes are measured by the subject leader in a number of ways. Children's individual topic books are monitored to ensure learning and outcomes in lessons are in line with the progression of skills for children. Interviews with the children take place once a year to ascertain the children's thoughts and feelings about DT as well as to get their perspective on what they have learnt. Assessment data is reviewed termly to ensure progress and individual children and groups of children can be tracked as needed depending on the results of the data.

- **Other outcomes**

Through out DT curriculum, we believe we develop independent, lifelong learners who are interested in the world around them and endeavour to solve problems they encounter. We aim to help the children build their confidence when problem solving and their ability to critically analyse their designs and finished products. We believe we build our children's resilience when faced with a challenging task and give them the skills they need to be able to overcome obstacles.