Firs Primary School

Intent

National Curriculum:

- Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts. Children develop skills in designing, evaluating, making and technical knowledge.

- In addition, children will learn a crucial life skill through learning about nutrition and food. Pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

Intent

How do we tailor learning to meet the needs of our pupils?

- Vocabulary: For each design and technology unit, key vocabulary is identified and is split in to three sections: tier 1, tier 2 and tier 3. These are then displayed on topic walls and children are encouraged to use them in context throughout the lessons.

- We aim to build cultural capital for our pupils by developing cross curricular links between and other subjects, for instance Art and Design and History, exposing them to the best that has been said and done in the field of design and technology. For instance, the opportunity to study the work of great architects and engineers including Isambard Kingdom Brunel and Cornelius Drebbel.

- Opportunities to develop oracy: Children are given opportunities to discuss their ideas and reflect on their projects. Teachers encourage children to enquire and ask questions about materials and solve problems that arise. Word Aware and the Speakwell toolkit support the learning of key DT vocabulary.

- Extra curricular opportunities: Children have the opportunity to take part in a STEAM club 'Destination Imagination' in which children have the opportunity to work scientifically, building on the skills learned in DT, outside of the classroom, with other children and in different settings.

Implementation

- Progression Guidance from the school's academy (DDAT) has been used in conjunction with the school's own EYFS progression guidance document to ensure that skills and knowledge in design and technology are built systematically on what children have learned in the previous key stage. Learning is revisited throughout each phase ensuring a secure foundation of skills and knowledge is in place, to prepare children for the transition to Key Stage 3.

- A design and technology knowledge and skills map has been create, which identifies the key learning and vocabulary to be taught within each topic across the school. This enables teachers to identify prior learning required for each topic and supports their planning for children working below or towards age related expectations. For each topic, staff are provided with a topic book outlining the key skills, knowledge and vocabulary – this supports teachers to recognise and build upon cross curricular links.

- Design and Technology is taught for at least six half terms in every two-year topic cycle. It is taught this way in order to ensure that children benefit from meaningful cross-curricular links, which provide a context and purpose for their learning.

- To ensure staff are equipped with the knowledge required to teach the subject well, staff questionnaires identify which areas staff may need support with. CPD is then planned on this basis.

- Monitoring progress: Teachers use formative assessment throughout lessons and adapt teaching accordingly to address any misconceptions that may arise. Also, at the end of the topic, teachers complete a summative assessment based on national curriculum objectives and progression guidance.

- Children who require additional learning interventions will have these at different times each week to ensure that they never frequently miss the same subject lesson. They are never withdrawn from class during teaching inputs.

Impact

- Design and Technology is monitored through book scrutinies, lesson visits, pupil voice and through analysis of end of topic assessments.

- Pre-learning tasks are also used to help teachers identify what prior learning has been retained, and inform their next steps in planning.

- We hope that, through the engaging practical and real life application, our disadvantaged and SEND children are encouraged to develop skills that can support their independence throughout their life.