Withnell Fold Primary School

Intent

At Withnell Fold Primary School we aim to provide pupils with a broad and balanced curriculum. We aim to provide a progressive, exciting and challenging curriculum in which each and every child is able to flourish and grow into confident, curious and resilient learners. Our curriculum is language rich and aims to provide children with a unique experience in which each member of the school is valued and respected.

Design Technology is taught as a discrete subject across KS1 and KS2, and refers to the designing, making and evaluating of products. We believe that a high-quality design and technology curriculum enables our children to develop critical thinking and understanding of global issues, relevant to our rapidly changing world, and how these can be solved or improved through designs of technology.

Our children will research and represent their ideas, as well as make and evaluate their work. Our Curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. This will enable our children to think independently, innovatively and develop creative, procedural and technical understanding.

We aim to:

- Encourage creative and evaluative thinking
- Inspire our children to make positive contributions to a rapidly changing world.
- Develop practical skills and understanding of working safely with a range of appropriate tools and materials.
- Promote equality and inclusion within the workplace were all ideas are valued
- Establish high expectations for the quality of work both in designing and making products for a range of purposes.
  Develop critical thinking skills and promote the use of feedback that can be used to improve work and products.
- Understand nutrition and learn how to prepare and cook food.

Implementation

We have a clear and comprehensive scheme of work in line with the National Curriculum. This scheme of work ensures that all learners, regardless of their individual starting point, will have access to the DT curriculum. The purpose of each and every lesson is language rich

and has clear intention. Lessons are planned to draw upon the experiences and existing knowledge of all learners. Whilst we recognise that the Early Years Foundation Stage and National Curriculum outlines curriculum expectations, we appreciate that our learning should go beyond this, divulging deeper into skills, knowledge and understanding.

Due to mixed age classes, our learning takes place over a two-year rolling cycle (A and B). This ensures progression between year groups and guarantees topics are covered. Teachers plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available. Learning is designed to meet the needs of all learners including pupils with SEND, disadvantage pupils, vulnerable pupils and more able learners. Through differentiated outcomes and lesson delivery.

There are four distinct phases of our teaching sequence:

Phase 1: Research

This phase allows the children to find out what products/recipes are already available and encourages the children to find out the strengths and weaknesses of these products. During this phase children will test new materials or ingredients.

Phase 2: Design

Using the knowledge they have gained during the research phase, the children design their new product. This will often include detailed annotated drawings and lists of ingredients, tools and materials.

Phase 3: Make

Children are encouraged to follow their original designs very carefully. During this phase children will have the opportunity to learn new skills and develop their technical expertise.

Phase 4: Evaluate

Children are encouraged to be critical thinkers. They evaluate whether their product or recipe was successful and fulfilled the design brief. If it did – fantastic, if not the children are encouraged to think about how they would improve their product in future.

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 discrete vocabulary progression also form part of the units of work. Teachers use their own judgement and formative assessment to assess outcomes of learning and understanding, as well as inform judgments to support differentiation and challenge required of children. Summative assessment across each year group is also used to inform the subject leader of progress or skills and knowledge still to be embedded.

