



## St. Mary's Catholic Primary Curriculum Statement Design and Technology

"Design and Technology education helps develop children's skills through collaborative working and problem-solving, and knowledge in design, materials, structures, mechanisms and electrical control. They are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise." D&T Association

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is high quality.</li> </ul>	<p><b>Our teaching sequence will be:</b></p> <ul style="list-style-type: none"> <li>• Big question: Placing the DT being studied in the context of similar past learning in the subject Study of a design technician or model example (which may include independent research and makes links to reading).</li> <li>• Daily review: Brief review of learning covered in previous lesson.</li> <li>• Teacher delivers design brief, posing the problem to be solved</li> <li>• Children research existing products and possible construction materials/ingredients/ tools.</li> <li>• Children create their own design, in response to the brief and research.</li> <li>• Children make product.</li> <li>• Children evaluate their work.</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developed understanding of the names, key works, styles and techniques of design technicians at an age appropriate level</li> <li>• A secure understanding of the key techniques and methods for each key area of the curriculum: design, plan, make, evaluate.</li> <li>• A progression of understanding, with appropriate vocabulary which supports and extends understanding</li> <li>• Confidence in discussing design technicians, their own work and identifying their own strengths and areas for development</li> </ul>

<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>• Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as design technicians.</li> <li>• Ensure an appropriate progression of design and technology skills is in place over time so that pupils are supported to be the best design technicians they can be, and challenge teachers to support struggling design technicians and extend more competent ones.</li> <li>• Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> <li>• Identify designers who underpin specific areas of the curriculum and raise aspirations for pupils.</li> <li>• Keep up to date with current design technicians, research and subject development through an appropriate subject body or professional group.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate quality equipment for each area of the curriculum.</li> <li>• Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</li> <li>• Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.</li> </ul>	<p><b>Displays around school and books will show:</b></p> <ul style="list-style-type: none"> <li>• Pupils have had opportunities for practice and refinement of skills.</li> <li>• A varied and engaging curriculum which develops a range of design and technology skills.</li> <li>• Close studies of the work of well-known designs.</li> <li>• Developed and final pieces of work which showcase the skills learned.</li> <li>• Clear progression of skills in line with expectations set out in the progression grids.</li> <li>• That pupils, over time, develop a range of skills and techniques across all of the areas of the design technology curriculum.</li> </ul>
<p><b>The class teacher will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as a design technician because they know how to be successful.</li> <li>• Safe and happy in design technology lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on design and technology skills and knowledge.</li> <li>• Able to talk about a variety of famous design technicians over time.</li> <li>• Develop design technology skills and confidence over time because of careful planning, focused delivery and time to practise and hone skills.</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays.</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul>

