



St. Peter's Church of England Primary School

D&T CURRICULUM STATEMENT

Introduction

At St. Peter's, Design & Technology forms part of our enchanting curriculum and benefits from subject-specific teaching throughout key stage 1 and key stage 2. A unit of work is completed every term.

A high-quality education in Design & Technology **open doors** to our learners of the knowledge of the technical theories that underpin design, and learning about the design challenges. They learn the skills and practical knowledge to apply the technical knowledge to their projects as well as taking inspiration from existing inventions. Pupils learn the design process and that this is iterative. They will develop the fundamental concepts of mastering practical techniques, taking inspiration from design and design, make, evaluate and improve.

Curriculum Vision

A St. Peter's designer is creative and uses their imagination to design and make products which effectively meet their desired purpose. They are curious and relish the challenge of exploring the designed and made world in which we all live and work in order to understand more about how and why products are made.

When faced with a challenge, they ask questions to develop an excellent understanding of the problem they are facing and use this knowledge to make suggestions about different ways in which to solve or address the issue. They understand the importance of the end-user and design and make functional products which meet the needs of a wide range of different users.

A St. Peter's designer is prepared for tomorrow's rapidly changing world. They are independent and creative-thinkers, and accept that the road to success may be littered with challenges and as such, they persevere in achieving their goals. They are skilled in using a range of tools and materials and utilise these skills to produce the best outcome possible for their user.

They are determined in their quest for excellence and understand that no product is perfect. They work individually and collaboratively to evaluate their own and others' work and suggest improvements with the end-user in mind. A St. Peter's designer utilises their skills from across the curriculum when designing and making products, and understand the important role mathematics, science, engineering, computing and art can have on their final design.

A St. Peter's designer designs and bakes food products with precision and care. They understand the components of a healthy diet and have a passion for healthy cooking.

Provision, Planning and Delivery

Our Provision

We enact our vision for Design & Technology through:

- Delivery a curriculum which includes regular opportunities to develop the skills, knowledge and understanding to design and make functional products for a wide range of users.
- Exploring the designed and made world in which we all live and work.
- Regularly revisiting key concepts to ensure progression and deepening understanding at every point.
- Providing regular and sustained opportunities for learners to master practical skills and work safely with a range of tools and materials.
- Encouraging an enquiry approach in learning and allowing learners to test, trial and explore different ways to solve a problem or meet a design criteria.
- Studying a diverse range of pioneering inventors and their inventors/creations.

- Providing opportunities to develop crucial life skills within cooking and nutrition at the earliest stage, supporting learners (and families) to develop enjoyment and passion for healthy cooking.
- Providing opportunities for our children to nurture their creativity and use their imagination, be independent and problem-solve.
- Embedding our school values into each unit, giving pupils the opportunity to live out these out.
- Promoting and providing children with the specific vocabulary to enable them to communicate their ideas and opinions successfully to others.
- Providing regular opportunities for pupils to evaluate their own and others' work and make suggestions as to how to make improvements and carrying out these improvements to create final products to the best of their ability.

Planning

Compliance with the Design & Technology long term plan ensures that learners access a broad and balanced curriculum throughout their time at St. Peter's. The curriculum provides opportunities to develop learners' skills in the three key elements. These are: Mastering practical skills, Taking inspiration from Design and Designing, Making, Evaluating and Improving. Time is built into the curriculum to revisit and build upon their skills in each age phase, including developing their technical knowledge and vocabulary across a range of contexts.

Design & Technology is taught in both key stages using a mastery approach to develop the key skills of this subject. For every unit a clear purpose is defined, and this purpose is used to drive all learning throughout the unit, resulting in learners achieving a depth of understanding and acquisition of skills which effectively meets the desired purpose and audience.

Units of learning are planned in 3 distinct phases (Design, Make and Evaluate) as well as giving learners the opportunity to evaluate current products and learn about the lives of pioneering inventors and their inventions. Planning outlines the technical knowledge and vocabulary needed and assists teachers in how to incorporate this in the unit. There are repeated opportunities throughout each unit for our learners to be creative and challenge themselves.

Delivery

The Design & Technology curriculum in Key Stage 1 and 2 is delivered every term during discrete D&T lessons. To enable pupils to be immersed in their study, lessons are organised into half-termly blocks with multiple lessons per week, with a minimum of 12 hours per term dedicated to study in this specific curriculum area. Some units may be taught over consecutive days to allow for greater intensity of study during the making process.

Progression



To ensure progression in Design & Technology, our curriculum is organised to progressively deepen learners understanding of the **keys** to Design & Technology. These are:

- **Master practical skills,**
- **Taking inspiration from design**
- **Design, Make, Evaluate and Improve.**

Through each of the contexts studied in depth, the keys to Design & Technology are embedded and taught at an appropriate complexity. See Design & Technology Key Progression (below) for more information.

Assessment, Recording and Reporting

Assessment

Teachers assess children's knowledge, understanding and skills in Design & Technology by making observations within lessons and by reviewing written or physical evidence at the end of each lesson. Outcomes from this assessment are then used to formatively re-shape the learning journey for individuals and whole classes as necessary. From this ongoing assessment, teachers make decisions to re-teach, consolidate or extend learning in the subsequent session.

Recording

Learning in Design & Technology is recorded in pupil's individual Design & Technology folders and learning episodes

are captured in a way which best meets the learning objective. Some of the evidence may include child-produced written work or diagrams, whereas others may involve photographs or teacher notes from discussions or observations.

Reporting

Children's achievements in Design & Technology are formally shared with parents and carers annually, as part of their end of year report and informally through termly open door events and parent consultation appointments.

Policy into Practice

The following serves as a list of supporting documents and resources which support this policy in practice:

- Design & Technology Long Term Plan
- Design & Technology Key Progression
- Design & Technology Vocabulary Progression