Callow End CE Primary School Curriculum

'Building a foundation for love and learning.'

Design and Technology Curriculum Statement

Intent

At Callow End we build a foundation for love and learning by providing a welcoming, safe, supportive environment and have high aspirations for **all** our pupils. As part of this vision we aim to ensure that our pupils receive the best possible education, through a design and technology curriculum which is rich, broad and balanced and includes a wide variety of learning opportunities.

Through our teaching of design and technology and our carefully planned, progressive scheme, we inspire our pupils to develop the confidence to take risks by planning , modeling testing and adapting designs. We encourage our pupils to be reflective, evaluating their own work and that of others. We build an awareness of the impact of design and technology on our lives and encourage pupils to understand future career opportunities in this field.

Implementation

In order to ensure full coverage and progression over time, our curriculum is based on the Kapow Primary Curriculum, with units chosen and adapted to meet the needs of our pupils, our school vision and our mixed age classes. The curriculum is planned on a two-year cycle to ensure full coverage.

The National curriculum outlines the three main stages of the design process design, make and evaluate. Cooking and nutrition also has a separate section with a focus on specific principles, skills and techniques in food.

The design and technology attainment targets have four main strands:

- Design
- Make
- Evaluate
- Technical knowledge

Pupils use theses concepts when studying the six key areas of design

and technology:

- Cooking and nutrition
- Mechanisms/Mechanical systems
- Structures
- Textiles
- Electrical systems (KS2)
- Digital worlds (KS2)

We use Kapow Primary's Design and Technology scheme which has a clear progression of skills and knowledge within these strands and key areas across each year group.

The scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based inventive and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to deliver a highly effective and robust design and technology curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD in order to enable staff to deliver lessons of a high standard that ensure pupil progression

The teaching of design and technology is monitored by the subject leader through lesson observations, work scrutiny, staff feedback and pupil voice. The subject leader supports staff to ensure high quality first teaching of design and technology.

Impact

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Design and technology. The impact of scheme can be

constantly monitored through both formative and summative assessment opportunities.

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

The expected impact of following the Kapow Primary Design and Technology scheme of work is that children will:

- Understand how to use and combine tools to carry out different processes
- Understand the functional and aesthetic properties of a range of materials and resources
- Have an appreciation of key inventions, individuals and events in history that impact our world
- Self-evaluate and reflect on learning at different stages and identify areas to improve
- Build and apply a range of skills , knowledge and understanding to produce high quality outcomes.
- Meet the end of key stage expectations of the National Curriculum for Design and Technology

After the implementation of our Design and Technology curriculum, our pupils should leave Callow End equipped with a range of skills and knowledge to enable them to study the subject with confidence at Key stage 3. We hope to shape children into curious and inspired designers with respect and appreciation for Design and Technology in the world around them. We aim for our pupils to understand career opportunities linked to Design and Technology and to have built a love of learning for the subject.