DT

Intent:

At Castlemorton we aim to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

The design and technology curriculum allows children to exercise their creativity through designing and making.
The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make products.

Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their products.

D&T allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children's interests are captured through themed learning, ensuring that links are made in cross curricular ways, giving children motivation and meaning to their learning.

Children are taught the principles of nutrition and learn basic cooking skills.

They will be taught age related technical vocabulary to support deeper understanding.

Children learn how to take risks; how to be resourceful, innovative and enterprising. Through the evaluation of past and present design and technology, they develop an understanding of its impact on daily life and the wider world.

Implementation:

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in the process of designing, making and evaluating as detailed in the programmes of study in the National Curriculum.

As part of the planning process, teachers plan activities which aim to:

- develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- enable children to talk about how things work, and to draw and model their ideas;
- encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- explore attitudes towards the 'made' world and how we live and work within it;
- develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- foster enjoyment, satisfaction and purpose in designing and making.

As much as possible teachers match units of work in Design and Technology with topics in other subjects; such as science, maths or art and design. This is reviewed, adapted and can flex with the needs of the children.

As part of the planning process, teachers plan the following:

- A knowledge organiser which outlines key knowledge (including vocabulary) supporting children to 'know more'; used as an aide memoire and to support retention and recall.
- A cycle of lessons for each subject, which carefully plans for progression of skills and depth of understanding.
- Teachers may also plan trips and visits from experts who will enhance the learning experience.

Impact:

Our Design and Technology Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Formative and summative assessments against expected outcomes
- A celebration of the work produced
- Pupil discussions about their learning

Verbal feedback is provided within lessons with misconceptions addressed verbally. Formative assessments are made against expected outcomes and these assessments inform planning, support end of unit summative assessments and end of year reports.