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| **Catcott Primary School Curriculum Statement**  **DT** | | |
| Our Vision  At Catcott Primary School, our vision is to inspire children to become confident designers and critical evaluators through encouraging resilience, thinking skills and high levels of independence. They will be curious learners; designing for a purpose and reflecting on their own work and the work of others. Children will learn how to overcome difficulties and rise to challenges. They will develop their knowledge and skills in cooking and nutrition, mechanical systems, structures and textiles. Key Stage 2 children will also develop their electrical and digital skills to improve their awareness of technology in the wider world. | | |
| **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? |
| **The school’s senior leadership team will:**   * Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. * Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. * Provide sufficient funding to ensure that implementation is high quality. | **Our teaching sequence will be:**   * Placing the DT being studied in the context of similar past learning from previous subjects and year groups. * Children will explore and learn about a variety of famous design technicians over time. * Teacher delivers design brief, posing the problem to be solved. * Children research existing products and possible construction materials/ ingredients/ tools. * Children create their own design, in response to the brief and research. * Children make product using new techniques and skill they have acquired. * Children evaluate their work and their peers. | **Pupil Voice will show:**   * A secure understanding of the key techniques and methods for each key area of curriculum: design, plan, make, evaluate * A progression of understanding, with appropriate vocabulary which supports and extends understanding. * Confidence in discussing their own work and identifying their own strengths and areas for development |
| **The curriculum leader will:**   * Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. * Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as design technicians. * Ensure an appropriate progression of language knowledge skills and knowledge is in place over time so that pupils are supported to be the best linguists they can be, and challenge teachers to support struggling linguists and extend more competent ones. * Ensure an appropriate progression for 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. * Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. * Keep up to date with current design technicians, research and subject development through an appropriate subject body or professional group. * Identify designers who underpin specific areas of the curriculum and raise aspirations for pupils. | **Our classrooms will:**   * Provide appropriate quality equipment for each area of the curriculum. * Have developed learning walls which include carefully chosen vocabulary and visual aids which children can continually refer back to in order to support their learning. * Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. * Be a safe space for children to learn and develop their DT skills, such as: sewing, cooking and wood work. | **Displays around school and books will show:**   * Pupils have had opportunities for practice and refinement of skills. * A varied and engaging curriculum which develops a range of design and technology skills. * Developed and final pieces of work which showcase the skills learned. * Clear progression of skills in line with expectations set out in the progression grids. * That pupils, over time, develop a range of skills and techniques across all of the areas of the design technology curriculum. |
| **The class teacher will, with support from the curriculum leader:**   * Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. * Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. * Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. * To follow the national curriculum and provide an inclusive curriculum for all. * Allow children time to reflect and evaluate their own and others creations. * To explore the changes in design processes and technologies compared to that of the past. | **Our children will be:**   * Engaged because they are challenged by the curriculum which they are provided with. * Resilient learners who overcome barriers and understand their own strengths and areas for development. * Able to critique their own work because they know how to be successful. * Safe and happy in design technology lessons which give them opportunities to explore their own creative development. * Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses design technology skills and knowledge * Develop design technology skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. | **The curriculum leader will:**   * Celebrate the successes of pupils through planned displays. * Collate appropriate evidence over time which evidences that pupils know more and remember more. * Monitor the standards in the subject to ensure the outcomes are at expected levels. * Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive. |