

## Mary Tavy and Brentor Primary School

### Curriculum Statement

#### Design Technology



### Curriculum Statement

#### Intent

A great curriculum responds to the needs of individuals and enables them to flourish academically, spiritually, morally socially and culturally.

‘Enjoy’ is personified in many ways when describing the intent of the curriculum at Mary Tavy and Brentor Primary School.

We aim to provide a broad and balanced education that empowers and challenges children. It defines what children will learn at each stage of their education, preparing them for future **success**, hungry **to learn** more with an aspiration to achieve at the highest level across all aspects of their life. We have shaped our curriculum to be purposeful, engaging and with clear intentions. The ambitious intent of the curriculum ensures that all children have an entitlement to a high-quality inclusive education, which is underpinned by the teaching of essential skills, knowledge, concepts and values, which are embedded and developed over time.

#### **Rationale**

The study of Design and Technology develops children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. It encourages children's creativity and encourages them to think about important issues such as the quality of the products and health and safety.

We aim to provide a high-quality Design and Technology Curriculum which will inspire and challenge our pupils by:

- ☐ Providing a curriculum which will develop key technical knowledge and skills
- ☐ Teaching the technical vocabulary to enable pupils to discuss, investigate and evaluate designs
- ☐ Designing and making products for a purpose and user
- ☐ Investigating and evaluating existing products and their own products

#### **Curriculum Intent**

As a school, we have chosen to use a published scheme, Kapow Design and Technology, which uses the content from the D & T Association's 'Projects on a Page', to teach the Design Technology Curriculum in Key Stage 1 and 2. The Scheme of Work meets the requirements for the National Curriculum for Design and Technology, and enables our teachers to deliver creative, inspiring and engaging lessons. The scheme also provides for progression in skills and knowledge. The curriculum content covers the following areas:

- ☐ Cooking and Nutrition,
- ☐ Mechanisms,
- ☐ Structures,
- ☐ Textiles,
- ☐ Electrical Systems.

Four strands of the Design and Technology Curriculum run through each unit (Design, Make, Evaluate and Technical Knowledge) and the fifth strand, Cooking and Nutrition is a standalone unit each year. Where possible, links are made with other curriculum subjects, as these will often lend 'purpose' and 'user' for the products which pupils will design and make. A rolling programme ensures that all pupils are taught the full entitlement of Design and Technology within our mixed age class structure.

## Curriculum Implementation

### EYFS

At Mary Tavy and Brentor Primary School, staff follow the Early Years curriculum and the achievement of the Early Learning Goals for Expressive Arts and Design 'Exploring and Using Media and Materials' and 'Being Imaginative'. EYFS pupils are taught in variety of ways through adult-led and supported tasks and child-initiated learning in provision areas. Practitioners will take into account the Characteristics of Effective Learning when they are planning, leading or supporting learning.

### Key Stage 1 and Key Stage 2

We teach the Kapow Scheme of Work for Design and Technology for Key Stage 1 and 2 in a block of lessons each term. Teaching Design and Technology in blocks at Key Stage 1 and 2, allows the curriculum to be studied in depth; pupils will have time to complete longer pieces of work over the course of a block rather than in short weekly sessions.

### Cross Curricular Links

Design and Technology creates contexts for work in English, mathematics, science, art, PSHE and Computing. Primary Design and Technology also provides a firm basis for later learning in the subject, for example, in engineering, and a platform for developing skills in English and numeracy.

### Enrichment

The Design and Technology curriculum is enriched in a variety of ways including:

- 📄 Displays of work in school
- 📄 Participation in STEM events
- 📄 Visits from specialists

### Progression and Assessment

#### EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Tapestry) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Expressive Arts and Design: 'Exploring and Using Media and Materials' and 'Being Imaginative'.

#### KS1 and KS2

Pupils' learning (knowledge and skills) is assessed during and at the end of the unit, using the assessment materials in the Kapow scheme of work. The assessments contribute to a summative judgement at the end of the year. The Kapow scheme of work includes 'Knowledge Organisers' for each unit; these will be used to help pupils to remember what they have learned in previous topics.

## **Impact**

The impact of the curriculum will be reviewed at the end of the year through observations and assessments of pupils' learning, reviews of pupils' work and through pupil discussions about their learning.

Mary Tavy and Brenton



Primary School