

Design Technology Curriculum

Curriculum Intent

What is the intent of the Design Technology curriculum?

- Design technology (DT) at St Thomas More Catholic Primary School is taught to be in line with the National Curriculum programme of study for design technology (2014) and the Development Matters (2021) within the Expressive Arts and Design area of learning.
- Our aim is to provide a **high-quality** design technology education to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Our curriculum is designed to revisit, remember, build upon and apply old skills and learn new skills to achieve the objectives set by the National Curriculum (2014) and Development Matters (2021).
- The curriculum is designed to promote new skills and challenge the children to have **high aspirations**. Children apply and remember those skills in order to progress and develop new knowledge.
- Planning provides a sequence of lessons that is built upon skills and knowledge learnt in the previous year and advanced further.
- It is vital that our children should be able to critique, evaluate and test their ideas and products and the work of others.
- By the end of each key stage, pupils are expected to know, apply **moral values** and understand the matters, skills and processes specified in the relevant programme of study.
- It is vital that children will learn to understand and apply the principles of nutrition and learn how to cook.

Curriculum Implementation

How does the curriculum overview allow all children to achieve?

- The success criteria is clearly linked to the National Curriculum.
- Lessons are delivered termly either in stand-alone lessons or taught in a cross-curricular way, for example within a Science lesson.
- We plan regular themed Science, Technology, Engineering, Art and Maths (STEAM) weeks throughout the year to give each class a focus on these skills and design technology. For example, the school does a Christmas project week, there is a Science week and an Art and DT week that focus on building these skills and knowledge.
- Teachers have **high aspirations** for our children and lessons are consistently delivered with clear expectations so children achieve to their full their potential.

How is prior knowledge revisited?

The sequence of lessons from Foundation Stage through to Year 6 enable interleaving between units; this allows children the opportunities to revisit and embed key knowledge and skills from previous units and

apply to new units. This sequence of lessons will ensure that key skills and knowledge are embedded in the children's long-term memory.

How is assessment used to identify and fill gaps?

Assessment is used consistently and strategically to evaluate children's progress, knowledge and understanding. It is a valuable tool used by teachers to be able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher, peer and self-assessment, oral and written feedback and formative and summative assessments inform next steps, interventions, amendments and provision to ensure children are supported and extended.

How is cultural capital developed through the curriculum?

Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and **moral values within the wider world**. High-quality design and technology education make an essential contribution to the creativity, **culture**, wealth and well-being of the nation.

Curriculum Impact

What does impact look like?

- Children will demonstrate knowledge and understanding from their relevant starting points.
- Children have a range of skills and knowledge that meets the requirements of the 2014 National Curriculum.
- Children are confident and competent, and can skilfully use their knowledge to support them in other areas of the curriculum.
- Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and **moral values**. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

SEND and Disadvantaged children

Our aim is to make our SEND and Disadvantaged children to feel valued and included, and to have high aspirations. Inclusion is embedded in our practice and teachers regularly review and reflect upon their own practice to ensure progress is made. Teaching is adapted and responds to the strengths and needs of all learners.