

Design Technology *on a Page*

Intent: How DT contributes to our school's vision



At Lady Boswell's, the DT Curriculum provides a unique opportunity to contribute to the school's vision and achieve our 'seven gifts'. Our DT curriculum will inspire pupils the opportunity to become **inquisitive** about the world around them and to be aware of the **environmental factors** of product design. Through design technology, our pupils will learn to **take risks** and become **resourceful, resilient and innovative**. Evaluation is an integral part of the design process and allows children to adapt and improve their product; a key skill which they will require throughout their life.

The Design Technology curriculum will allow children to exercise their **creativity** through designing and making. Children acquire a broad range of knowledge and skills, to design, make and evaluate their own and existing products. The impact of inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products, will be studied to understand the significance of design on our daily lives and the world around us. At Lady Boswell's we want our children to leave us equipped with skills that will enable them to become **creative and collaborative innovators, leaders and global citizens of the future**.

Golden Threads

Innovation

Exploration

Evaluation



Implementation: How the curriculum is organised

The DT curriculum is organised in line with our Curriculum Policy.

The **National Curriculum** has been further enhanced by our school curriculum within a **DT Knowledge Progression** document. The Subject Leader has arranged the knowledge into topics for each year groups. Teachers use this document to develop **Topic Plans** which take into account our curriculum approaches to task design and assessment.

Knowledge Organisers that summarise key learning are built and shared with pupils and parents

EYFS

Our DT curriculum builds upon the foundations of the EYFS where children are encouraged to explore, observe, solve problems, think critically, make decisions and talk about why they have made those decisions. Children will enter Year 1 having explored a range of tools in creative projects based on their interests, used a range of construction kits and making choices about materials to achieve their goals. They will be experienced in evaluating their projects.

Vocabulary

Carefully sequenced and explicitly taught vocabulary is essential in children building the schemas necessary to retain the subject knowledge required for DT.

Vocabulary is progressively organised, tiered (2: new language required for knowledge acquisition, 3: highly specific or disciplinary language) and included on Topic Plans and Knowledge Organisers

Including all learners

At Lady Boswell's we believe that *all* pupils should have equal opportunity to access every subject and recognise that often pupils who can find reading and writing challenging can have high levels of interest, success or skill in creative and practical subjects like DT.

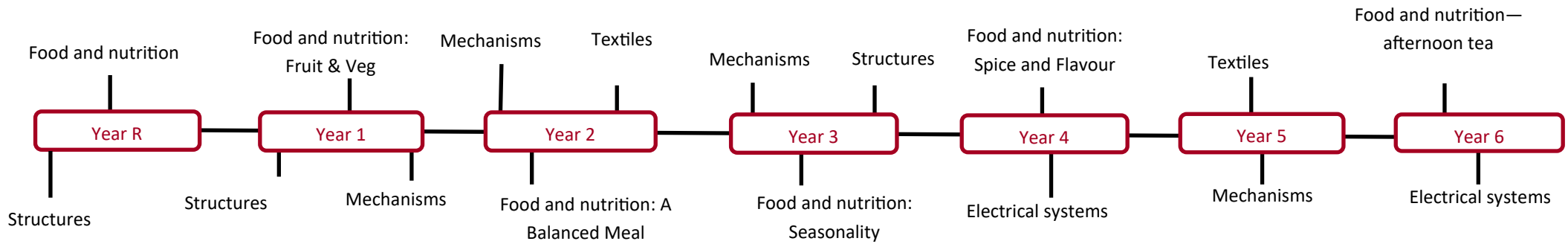
Teachers are responsible for ensuring all pupils are supported and challenged in DT. This will be through careful task design and alternative recording methods.

Subject Leaders are responsible for monitoring the inclusion of pupils with additional needs and high interest or skill and will work with teachers and our SENCO to make the necessary adjustments to the curriculum.





Topics are arranged by year group and form the basis of cross-curricular work, where appropriate.



Enrichment and Cultural Capital

Through DT, Children will have the opportunity in every year group to develop their understanding of food production, nutrition and preparation in a way that far exceeds the National Curriculum expectations.

DT is enriched by cross-curricular opportunities in exciting contexts like History, Geography and Computing topics.

The School's annual STEM week enriches the curriculum offer with opportunities beyond the school and through connecting with industries.

Assessment

The DT Curriculum aims to develop pupil's thinking and practical skills and therefore assessment follows the same approach, in line with our curriculum policy. Teachers will plan assessment activities that meet the underpinning pedagogy of retrieval practice, will run regular vocabulary checks and mini quizzes and will use task design as a formative assessment tool. Tasks will be adapted to match pupil's current levels of knowledge. End of unit assessments will adopt Solo Taxonomy approaches in Hexagonal Thinking tasks.

Ensuring Impact in DT

Subject Leaders will work alongside the Implementation Team Leaders to ensure that the DT Curriculum is implemented in line with the policy and continues to meet the needs of our stakeholders. This will be through pupil voice activities, book looks, monitoring of planning, lesson visits and developmental observations. They will work with Curriculum Committee Governors to carefully review DT and its impact.

Impact of the curriculum



to possess the knowledge and skills to enable a healthy lifestyle through cookery and nutritional understanding



to be curious about the world around them and develop an intrigue into how things work



to be resilient, resourceful and courageous

The DT Curriculum will enable our pupils



to develop knowledge of mechanical systems and structures



to be creative, reflective and practical in their problem solving



to be confident communicators and collaborators through a range of group projects

