

Curriculum Intent DT

At St Christopher's, Design and Technology is an inspiring, rigorous and practical subject. Our vision is to provide our children with the opportunity to creatively design and make products that solve real and relevant problems. Taking a cross-curricular approach, Design Technology is taught in close co-ordination with Art, ICT and Topic, giving children the opportunity to develop design and practical skills related to food technology, woodwork, sewing, moving mechanisms and more. Children are taught to select and use appropriate tools safely and effectively to make a product. After each unit of work, children will have an end-product of which they can be proud, having had control over every part of its design and construction.

Implementation

As outlined in the National Curriculum document, we follow a 'Design, Make, Evaluate' approach to the teaching and learning of DT. Trial and error are a huge part of Design and Technology and integral both to teaching children the skills to design, refine and evaluate projects, and also an essential step in building children's problem solving and resilience. In all areas of Design and Technology children are encouraged to consider the effectiveness of their designs and requirements and audience of their product.

From Early Years, children are encouraged to show an interest in toys and explore different materials, tools and techniques through play. In Year 1 children begin to put this exploration into action, for example combining and joining materials to build mini-beast homes. In Year 2, links are made with History and Science, with children making medieval catapults and designing dinosaur habitats. Skills of joining materials together and creating simple levers and mechanisms are taught in Year 3, where children make moving Victorian paper toys and build models of Greek Temples. In Year 4, children use their scientific learning to incorporate electric circuits into their designs, building model robots. Through their DT learning journey, Years 5 and 6 pupils begin to consider a wider range of factors, considering the properties of different materials and the views of others to ensure their designs are fit for purpose.

In our books you will see:

1. Progression
2. Pupil reflections on learning
3. Some examples of extended writing
4. Examples of note taking and time-lines

Tracking attainment and progress:

Progress in Design Technology is monitored through marking of children's books to ensure they have understood and retained the content of each lesson. Throughout the school, teachers encourage the children

to discuss their learning and understanding. These discussions inform teachers' assessment of the children's understanding of the topic.

At the start of every topic children are asked to show their current knowledge in a mind map or similar fashion, including their knowledge of *how* we learn about the past. At the end of the topic children revisit this mind map and add to it. Teachers use these mind maps to inform planning of the next history unit. These may be completed as a whole class as well as individually.

How we fulfil our vision:

- Sharing of good practice
- Pupil Voice
- Lesson observations
- Planning and book scrutinies
- Monitoring carried out termly

