



Design and Technology Curriculum Statement



Our whole school curriculum comprises of a broad and balanced educational experience making full use of opportunities for real-world learning. It creates awe and wonder, and the holistic nature of our practice promotes positive mental health and well-being, enhancing children's life skills, social skills and cultural awareness.

Our golden thread of 'Believe – Achieve – Succeed' flow through all curriculum decisions and is at the heart of all learning at Eversholt Lower School.

Design and Technology Curriculum Aims

Purpose: To stimulate creativity and imagination while pupils design and make products that solve real and relevant problems within a variety of contexts. Children should consider their own and others' needs, wants and values.

Aims:

- Pupils learn to take risks, becoming resourceful, innovative, enterprising and capable citizens.
- Build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

<p style="text-align: center;">Intent Believe</p>	<p style="text-align: center;">Implementation Achieve</p>	<p style="text-align: center;">Impact Succeed</p>
<p>We believe that all children can succeed in every subject. We follow the national curriculum guidelines and have designed our curriculum to be challenging, broad, balanced and focused on building on progressive knowledge and skills in every year group. Children at Eversholt Lower School will be on a learning journey to help them achieve our high aspirations and prepare them for future learning experiences.</p> <p>We intend to provide a rich curriculum filled with real-life experiences and links to life and diversity in modern Britain. In doing this, we hope to expose the children to a varied, open view of the world, culture, beliefs and opportunities to build their cultural capital outside of the small village in which we are based.</p> <p>Children will be knowledgeable about the world around them and possess the skills to interact with others and express their ideas and knowledge creatively.</p>	<p>Our curriculum allows all children to achieve age-related expectations and is planned for progressive steps throughout the early years to year 4. Assessment and planning sequences allow all children to access learning and are focused on individualising educational experiences.</p> <p>By identifying disadvantaged children (RADY), we can provide additional resources and instruction to support all of our children to achieve our high aspirations.</p> <p>Our learning environment supports the learning in class and is a highly engaging and focused place to work and learn. We engage all children through Kagan structures and focus on collaborative learning.</p> <p>Subjects are monitored through rigorous systems to ensure that quality teaching and learning is happening in all areas of the curriculum.</p>	<p>Children are confident and successful learners, demonstrating our learning values with clear progression for the challenge. They are self-motivated and take pride in their work.</p> <p>Children make good progress and attain in line with, or better than, local and national expectations. Children are ready to transition to their next year group. Everyone demonstrates our motto Believe, Achieve, Succeed in their learning and behaviour in and around the school and learn to make the right choices for their safety. Children have experienced a wide range of cultural activities to build their cultural capital.</p> <p>We encourage physical well-being. Children enjoy learning and coming to school. Their mental health and well-being is paramount to their learning. Children become confident and successful learners.</p>

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<p style="text-align: center;">What will take place before teaching in the classroom?</p>	<p style="text-align: center;">What will this look like in the classroom?</p>	<p style="text-align: center;">How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure the curriculum subject 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. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Learning journey. Placing the DT being studied in the context of similar past learning in the subject Study of a design technician or model example (which may include independent research and links to reading). • Brief review of learning covered in the previous lesson. • The teacher delivers a design brief, posing the problem to be solved • Children research existing products and possible construction materials/ingredients/ tools. • Children create their own designs in response to the brief and research. • Children make the product and evaluate their work. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the names, key works, styles and techniques of design technicians at an age-appropriate level • A secure understanding of the key techniques and methods for each key area of the curriculum: design, plan, make, evaluate. • A progression of understanding with appropriate vocabulary which supports and extends understanding • Confidence in discussing design technicians, their own work and identifying their own strengths and areas for development
<p>The curriculum subject leader will:</p> <ul style="list-style-type: none"> • 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, supporting pupils in knowing more and remembering more as design technicians. • Ensure an appropriate progression of design and technology skills is in place over time so that pupils are supported to be the best design technicians. 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. • Identify designers who underpin specific curriculum areas and raise pupils' aspirations. • Keep up to date with current design technicians, research and subject development through an appropriate subject body or professional group. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include high-quality WAGOLLS, including actual pieces of work and known design technicians, and carefully chosen vocabulary, which are regularly updated. • Be organised so pupils can work in small groups or whole class as appropriate to support pupils in developing their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of design and technology skills. • Close studies of the work of well-known designs. • Developed and final pieces of work which showcase the skills learned. • A clear progression of skills is in line with expectations in the progression grids. • Over time pupils, develop a range of skills and techniques across all areas of the computational curriculum.

<p>The class teacher will, with support from the curriculum subject leader:</p> <ul style="list-style-type: none"> • Create long and medium-term plans 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 quality, and plentiful so that all pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • 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. • They can critique their work as a design technician 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 on design and technology skills and knowledge. • Able to talk about a variety of famous design technicians over time. • Develop design technology skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time that shows 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.
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