

Middlezoy and Othery Curriculum Statement Design Technology

“Children at the heart. Transforming futures at the core.”

"Design and Technology education helps develop children’s skills through collaborative working and problem-solving, and knowledge in design, materials, structures, mechanisms and electrical control. They are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise." D&T Association

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>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 that the curriculum 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"> · Big picture: 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 makes links to reading). · Daily review: Brief review of learning covered in previous lesson. · Teacher delivers design brief, posing the problem to be solved · Children research existing products and possible construction materials/ingredients/ tools. · Children create their own design, in response to the brief and research. · Children make product. · Children 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 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 which supports 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 they can be, and 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. 	<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 WAGOLs, including actual pieces of work and known design technicians, and carefully chosen vocabulary, which are regularly updated. · Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. · Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading 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. · Clear progression of skills in line with expectations set out in the progression grids. · That pupils, over time, develop a range of skills and techniques across all of the areas of the design technology curriculum.