



D.T

Intent

Critical thinking

The ability to ask perceptive questions and explain thinking.

Vocabulary

An understanding of terms and vocabulary linked to DT.

Diversity

To learn about different designs, technologies and foods from across the world.

Individuality

"Think like a designer"

To be creative, imaginative, resourceful, enterprising and innovative as well as adopting a reflective mindset.

Knowledge & Skills

To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products.

Nutrition

To understand and apply the principles of nutrition and learn how to cook.



Our Amazing **ACORNS** Agreements

- A** • We aspire to achieve in all our learning
- C** • We are kind and collaborate in discussion and learning
- O** • We are open and honest about our thoughts, with empathy and respect
- R** • We respect ourselves and others, different societies and cultures
- N** • We welcome new opportunities to discover and learn, experiment and create
- S** • We use our super learning powers in all our learning

Implementation

Teaching and learning

In all year groups we follow the *Kapow* scheme, a spiral curriculum with progression, linked to the EYFS and national curriculum, which focuses on the elements included in our intent statement.

Projects often build from experiencing or collecting design concepts to learning vocabulary and skills, then designing, making and evaluating projects.

Organisation

In EYFS, children learn through the following specific areas: Speaking, Expressive Arts and design - Creating with materials, and Physical development - Fine motor skills. All year groups have 3 blocks of DT per year. Units of lessons are sequential, allowing children to build their skills and knowledge applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are woven throughout units.

Covered

Four key strands run throughout:

- Design
- Make
- Evaluate
- Technical knowledge

The six key areas revisited are:

- Cooking and nutrition
- Textiles
- Mechanisms/Mechanical systems
- Structures
- Electrical systems (KS2)
- Digital world (KS2)

Enrichment and promotion of DT

DT is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. Parental engagement is encouraged by inviting parents and carers in for events linked to DT such as food tasting. Monitoring may include observation, work scrutiny, pupil voice and teacher voice. The DT action plan is updated through monitoring, celebrating success and noting next steps. Ideas are shared with staff and governors.

Impact

End points

We aim for pupils to be ready to confidently access their next stage of learning in DT, through building skills and knowledge.

In Early Years the end point is their Early Learning Goals. In Year 1-6, the skills and knowledge we aim to equip them with are those in the *Kapow* knowledge organisers.

Assessment for learning

In Early Years, assessment is through the EYFS curriculum.

In Years 1-6, ongoing teacher assessment is through observation, questioning (including quizzes), activities and completed work. This allows teaching to be modified to promote further learning. *Kapow* provides quizzes for each unit, which also supports assessment.

Tracking and evidencing progress

At the end of each unit, the pupils' learning in that unit is assigned working towards, working at or greater depth for the year group.

Half-yearly, each pupil's average outcome is added to a tracking grid, which also allows tracking of different groups.

The subject leader and the senior leadership team can analyse outcomes and drive further improvement in DT.



