Design and Technology at The Trinity CE Primary Academy

With faith we live, learn and grow together.

Enquiry Communication Community Independence

Intent

At The Trinity CE Primary Academy, the intent of our DT curriculum is to design a curriculum, which is inclusive to all learners through planning a progressing scheme that will support and build on previously acquired knowledge and skills. Children will know more, remember more and understand more. Our school vision and curriculum drivers underpin this. As a school we use Kapow to support our teaching of DT. This scheme of work aims to inspire pupils to be innovation and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. We want pupils to develop the confidence to take risks through drafting design concepts, modelling, and testing and to be reflection learners, who evaluate their work and the work of others. Our DT progressions enables pupils to meet the end of key stage attainment targets in national curriculum.

Enquiry – Through DT, children have the opportunity to be inquisitive and find out about the world around them. These findings are included in the design process.

Communication – Through DT, the children have opportunities to communicate verbally and through written means. When discussing the design process children have the opportunity to communicate this step-by –step process. Evaluations are used at the end of each DT unit to communicate views on the product.

Community – Through DT, there are opportunities to work collaboratively with a range of stakeholders.

Independence –Through DT, and a clearly sequenced progression of learning, children have the opportunity to apply their learning to become independent learners.

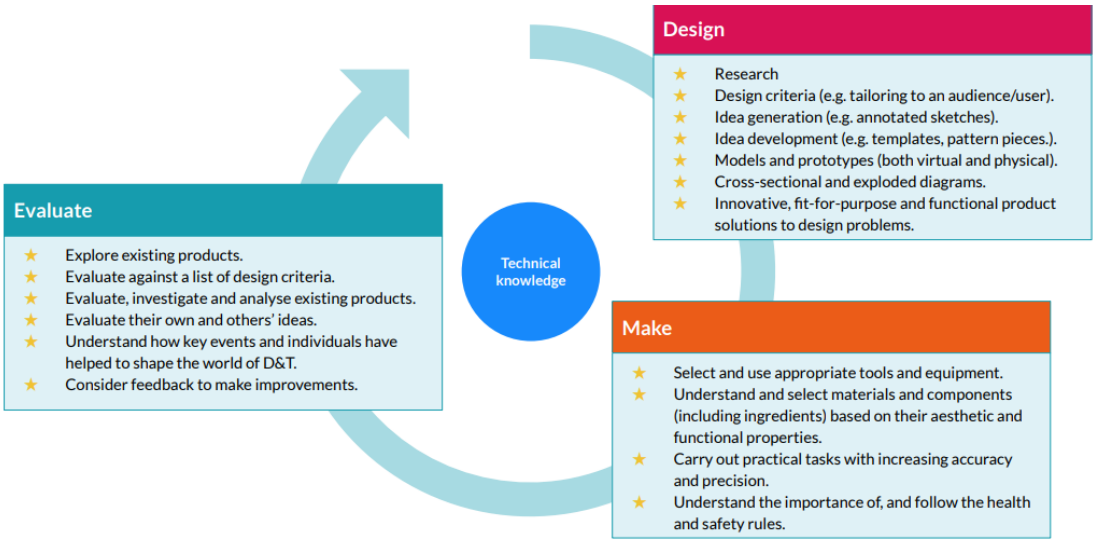
Implementation

EYFS – Our DT curriculum stems from the ELGs and the opportunities we provide to our foundation stage children. In EYFS the children have plenty of opportunities to explore materials and the world around them. The begin to use a range of tools as part of the physical development. Children start to understanding the design and make process.

From KS1 - the Design and Technology national curriculum outlines the three main stages of the design process: design, make and evaluate.

Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding required for each strand. Cooking and

nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.



As a school we follow Kapow's scheme of work which is organised into five strands – design, make, evaluate, technical and cooking and nutrition. It is organised into the following concepts: structure, mechanisms/mechanical systems, textile, digital world (KS2) and electrical systems (KS2). Cooking and nutrition is a separate concept.

By using Kapow we are following a spiral curriculum so that key areas are visited again and again with increased complexity, allowing pupils to revisit and build on their previous learning.

DT is taught termly using one or two days dedicated to the DT project that term. By organising DT this way in allows pupils to experience the whole design process from start to finish. The lessons incorporate a range of teaching strategies from independent tasks, paired and group work, including hands-on, computer based and inventive tasks. Knowledge organisers are used for each unit to support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken. Evidence of DT learning is collated in DT booklets. Final product pictures are taken and put on Tapestry and Seesaw.

There are opportunities for wider application of DT including after-school clubs and planned opportunities across the curriculum.

Impact

The impact of our curriculum is monitored through both formative and summative assessment opportunities. Use of Kapow means that there is guidance for teachers in assessing children against the learning objectives. There is a quiz and knowledge catcher will be used at the start and/or end of the unit (depending on where it is the most appropriate.)

The Trinity
CE Primary Academy

The intended impact of our DT curriculum is:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes.
- Understand and apply the principles of healthy eating, diet and recipes including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.