
















DT Curriculum

To use innovation and imagination to design and make products that solve real and relevant problems. To take risks and be resourceful.

	INTENT		IMPLEMENTATION		IMPACT
 <p>Alignment to National Curriculum</p>	<p>The St Anne's curriculum has been carefully designed in line with National Curriculum objectives, ensuring that all pupils are able to be supported and challenged to meet the objectives. At St Anne's, Design Technology education involves two important elements – learning about the design and made world and learning how to create functional products for particular purposes and users. We encourage them at every step to work practically and theoretically to solve problems and overcome barriers, working with resilience and perseverance whilst building on previous skills.</p>	 <p>Pedagogical Approaches</p>	<p>We aim to inspire our children by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose. Through a variety of creative and practical activities, we teach the knowledge, understanding, skills and vocabulary needed to engage in the process of designing and making. We follow a cycle of investigative and evaluative activities, focused tasks, design, make and evaluate in all projects. Our children are encouraged to learn from their mistakes and from each other. The children will work on a range of different projects that will include a range of skills and will gain knowledge that can be built and reflected upon as they progress through the school.</p>	 <p>Approach to Assessment</p>	<p>The approach to assessment is less formal than in core subject disciplines. In Design and Technology, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals Assessment will be achieved via pupil conference and appropriate questioning. Children are encouraged to self-reflect and annotate on their final designs. Children are also encouraged to complete peer assessments at the end of each unit.</p>
 <p>Sequencing and end points</p>	<p>Long term curriculum planning is based upon the statutory requirements of the National Curriculum 2014 Programme of Study for Design Technology. The Curriculum and Progress Map for DT shows how DT coverage and progression is ensured across KS1, LKS2 and UKS2, using the 'Projects on a Page' scheme units of work, covered in each year group every term. Careful consideration has been given to how the vocabulary, concepts and knowledge have been organised.</p>	 <p>Teacher's Expert Knowledge</p>	<p>All teachers have been given access to CPD training with Steph O'Donnell (signposted to us through school improvement Liverpool.) Steph delivered training in school and has come into deliver and assist in practical sessions with many of our teachers. Upon reflection of the sessions, Teachers are now much more confident delivering these sessions and this is evident in the standard of the children's work. Subject leader has provided blue prints for all practical activities, expectations and support where and when needed.</p>	 <p>Performance Data</p>	<p>There is no published data for Design and Technology at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the mid-year parent's evenings and end of year reports.</p>

 <p>Communication Aims</p>	<p>Design and Technology encourages children to use their creativity and imagination to solve real life problems. Our communication aims are to use new learned vocabulary fluently and be able to explain how this has an impact on their final product. Children are encouraged to have different viewpoints and perspectives are actively encouraged. Children will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</p>	 <p>Promoting Discussion and Understanding</p>	<p>In all lessons, discussion is integral in order to deepen thinking and promote understanding around the key concepts. The core knowledge, vocabulary and concepts are the entry point and our aim is to connect this knowledge, for example, children will explore wheels and axels, learn how these work in harmony and reflect how this has impacted their product.</p>	 <p>Pupil's Work</p>	<p>In their individual books, each pupil will show the investigation of existing products, design of their own product, make process and evaluation of theirs against design criteria. Children will all have an end product in which will displayed in class/across school. Children in St Anne's take pride in their final products and love to communicate the method/dynamics of their creation.</p>
 <p>Addressing Social Disadvantage</p>	<p>At St Anne's Catholic Primary School, Design Technology is a popular subject with our pupils. They develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Our children are becoming creative problem-solvers, both as individuals and as part of a team.</p>	 <p>Knowing More and Remembering More</p>	<p>The teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons. Children are encouraged at each stage of the process to recall and use vocabulary/key knowledge. Children can recall this orally or written such as labelling diagrams.</p>	 <p>Monitoring and Evaluation</p>	<p>DT plans, teaching and learning are monitored by the DT lead for coherence and progression. Design Technology is taught in each of the three terms. Evaluation of the lessons by the teacher is ongoing throughout the project. Pupil voice is also a key part of our assessment procedure as the children are encouraged to reflect on their learning and communicate how the project has impacted their thinking.</p>
 <p>Local Context</p>	<p>The children will understand how key events and individuals in design and technology have helped shape the world. Each unit will provide inventors/inspirational figures linked to their product.</p>	 <p>Teacher Assessment</p>	<p>Formative assessment is the key focus. Children's knowledge is assessed using the school's assessment 'RCM' system from the work they produce which is recorded in individual books, photos and from their final products. Mini knowledge quizzes are also used to demonstrate their knowledge and understanding.</p>	 <p>Actions</p>	<ul style="list-style-type: none"> • CPD for new staff with S'OD. • Display of DT work for across the school- one final piece from each year group.



Enrichment

- Steph O'Donnell DT days
- We don't shy away from difficult design briefs – children use real materials and real tools to create real projects.