



Intent

At St Mary's CE Primary School, we aim to inspire every child to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. We want pupils to take risks, through drafting design concepts, modelling, and testing to be reflective learners who evaluate their own work and the work of others.

Our curriculum will provide for our pupils:

- 1. Purposeful Practice / Hands-On Learning:** Our D&T lessons provide many opportunities for planning, practical skills and evaluating their own and others success. A range of tools will be introduced and used over various activities.
- 2. Working Together Well:** Children have opportunities to work collaboratively, not only in their designs and production, but also when evaluating the work of their peers. Being able to identify what worked well and what needs improving in their own and others work is a crucial stage of D&T.
- 3. Oracy and Vocabulary Development:** Over the course of D&T lessons, children learn a wide range of technical vocabulary linked to new skills learned. Vocabulary is displayed on working walls within classrooms and modelled by teachers in lessons. Children are encouraged to use this vocabulary whilst carrying out skills.

The D&T curriculum at St Mary's Primary School is designed to encourage our children to become resourceful, enterprising citizens who have the skills to contribute to future design advancements.

Implementation

Leadership

As D&T lead, it excites me to introduce children to a range of new skills and activities. My goal is to provide opportunities for children to design, make and evaluate various projects, including cooking, mechanisms, structures, textiles, electrical systems and the digital world. Where possible, I aim to make links to using these skills in the real world to broaden opportunities for the children's futures.

Organisation

Over the year, each year group will be taught D&T once every term, D&T lessons are an hour long and are delivered once a week over a six week period (variable depending on the length of the half term). Depending upon availability, we may seek support from local secondary schools in order to fulfil cooking lessons to the best of our ability.

Planning

Our D&T lessons at St Mary's are devised from the KAPOW scheme of work. The lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles and inclusive for all. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and Technology curriculum.

CPD

The KAPOW planning platform includes teacher videos for multiple units to develop subject knowledge and support ongoing CPD. Where good practice is identified within the teaching team, there can be coaching opportunities to model and share this practice.

Impact

At St Mary's we want pupils to become physically confident and motor competent. The PE curriculum focuses on the whole child, developing their physical, social and thinking skills. The expected impact of adopting and adapting the KAPOW scheme of work is that children will:

- 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 outcomes
- Understand and apply the principles of healthy eating, diets, 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
- **Meet the end of key stage expectations outlined in the national curriculum for Music.**

Monitoring the impact of D&T is achieved through both formative and summative assessment. Steps to Success created by the subject leads outlines clear expectations for each session. All, most and some children will achieve different steps according to their ability and outcome of their work. At the end of each session, teachers complete a feedback slide which is shared with the class at the beginning of the next D&T lesson. Feedback slides highlight a couple of children who performed or contributed particularly well, identifies what went well and also addresses any misconceptions. Furthermore, each unit of work has a quiz which can be used at the end of the unit,

We believe that pupils should leave primary school having gained confidence to take risks through drafting design concepts, modelling and testing and to be reflective learners. It is important to us that children become resourceful and who will have the skills to contribute to future design advancements.

