St Lawrence Church of England Primary School

Curriculum Statement for Design and Technology (D&T)

Vision

'Achieving together † Learning for life in all its fullness'

Our vision is to be a school rooted in clear Christian values, where children participate, excel and are proud of their achievements.

Intent

We view Design and Technology as an inspiring, rigorous and practical subject, highly relevant in our rapidly changing world. Our D&T curriculum fosters learning through doing and provides an excellent basis for enhancing and consolidating work in other areas of the curriculum such as Mathematics, Science, Computing and Art. We encourage pupils to think independently and innovatively and to develop creative, procedural and technical understanding. We want our pupils to become resilient and innovative problem solvers and aim to achieve this through the provision of opportunities for them to research and investigate existing products, develop their ideas, make their own products and be critical evaluators throughout the entire process. We want pupils to enjoy their D&T learning and aim to inspire the future generation of designers and makers.

Implementation

When teaching D&T, we follow our Long Term Plan (LTP) for Art and D&T, which means D&T is taught for three terms per year in each class. The LTP is based on The National Curriculum, as well as on the Design and Technology Association (DATA) progression framework. It promotes progression across the key stages in each of these areas: Construction (Mechanisms, Structures and, in Key Stage2 only, Electrical/Control), Cooking and Nutrition, Textiles and Use of Materials. In EYFS, we introduce pupils to some of the skills and vocabulary used in later years.

The LTP also takes account of and builds on relevant learning in other subjects. We have clear D&T subject expectation statements for each year group, to which teachers refer when planning D&T activities. Cross-curricular links are made where possible and, in addition, relevant external opportunities such as STEM and K'Nex challenges are taken up. Each child has a folder of their D&T work, which moves with them as they progress through the school.

Impact

Teachers carry out assessment using the subject expectations for each year group. In EYFS, judgements are made using the early learning goals. We use the whole school tracking system to track the pupils' progress and attainment, with data updated at the end of each long term. The D&T subject leader looks at this during the year, to check that a snapshot of pupils are on track. Any objectives or topics that have not been covered for any reason are noted by the subject leader and flagged up to the next class teacher. The subject leader also monitors the impact of teaching by undertaking regular book looks and by talking to pupils.

How we support children with Special Educational Needs in this subject area:

We believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. This means that every child, including those with a Special Educational Need, should have access to a high standard of 'Quality First Teaching' throughout the day in every curriculum subject, including D&T.

In D&T, we support our pupils with a Special Educational Need by following a curriculum that allows everyone to make progress, whatever their starting point. Teachers assess any potential risks and make adjustments accordingly. They also differentiate as applicable. This might include classroom organisation and grouping, visual resources, pre and over learning of key vocabulary and questioning, thus enabling all children to reach their potential in D&T.