

Curriculum Statement for Design and Technology

Intent	<p>Our overarching aim is to equip pupils with the key /core knowledge that they can build on through their future learning.</p> <p>At Brookfields School we want our pupils to function well in the world by becoming skilled users of objects and engage effectively with their environment. We want them to gain the communication needed to do things jointly or ask for help when needed. This includes objects, the built environment, food and the technology supporting our interaction with them.</p> <p>For many of our pupils the focus in Design and Technology will be on developing as users of a shared world:</p> <ul style="list-style-type: none"> • Improving motor skills to be able to manipulate objects to complete tasks independently. • Improving cognitive ability in using and manipulating objects to support them in using objects independently. • Gaining an understanding of food and understanding of healthy eating. • Improving language skills surrounding design and technology in order to be able to communicate their needs to others; teaching our pupils that co-dependence can help support an increasingly independent life. <p>Some pupils will also be gaining an understanding in:</p> <ul style="list-style-type: none"> • How history and technology have made our world the way we see it now. • Communicating how materials, components and design affect how something works and will develop the language to communicate a problem with an object and possible solutions about how to fix it.
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implementation	<p>The teaching and learning of knowledge is carefully planned, sequenced and delivered to allow pupils maximum opportunity to learn, consolidate and expand their understanding. Teaching is of a very high quality and is informed by rigorous assessment practices whilst maximising available resources and opportunities.</p> <p>Our Design and Technology scheme of work reflects our core values as stated in our intent to nurture and develop children who can function well in the world, by becoming skilled users of objects and their environment.</p> <p>Communication and numeracy competencies will be imbedded in the DT curriculum; from naming objects to using action words, sensory descriptive words, and prepositional language; then moving on to subject specific language for pupils following a subject based curriculum.</p> <p>Many of the Early Years and Explorers' DT experiences will be gained through play and sensory investigation. Through the consistent use of functional language and symbols such as "open, turn, or push" for example, pupils will begin to generalise skills across objects and apply these skills in new circumstances. Resources such as construction kits allow pupils to be creative and test ideas.</p> <p>When teaching the Adventurers cohort staff will refer to the 'DT Grid' to contextualise learning and refer to pupils previous learning in order to build upon next steps. Mapping of the DT offer delivered through topic work across the school ensures a spiral curriculum. Adventurers will gain technological knowledge through formal learning whilst continuing to benefit from learning through play and experiencing 'real-life' contexts.</p> <p>For many of our pupils the Design and Technology curriculum is designed to develop an understanding of their world from solely their personal perspective. For other pupils (Adventurers cohort) who follow subject specific learning, the curriculum will also, in part, consider the designed world from the point of view of others and consider how technologies and designers have changed the world. Through cross curricular ICT work, adventurers will build with construction kits which also have a control element. All pupils will experience some 'craft based modelling tasks; aiding their motor skills dexterity as well as working with materials and 'tools'.</p> <p>When Adventurers pupils have enough understanding for analysis, synthesis and evaluation they will progress through experiencing aspects of Design.</p> <p>All school visits where pupils gain experience of the world through trial and error, develop their understanding of technology; visits to places such as the Manchester Museum of Science and Industry allow pupils to experience technology of the past. Food based activities incorporated into other curriculum areas plus enrichment activities such as Cookery Club in school allows pupils the opportunity to further develop their understanding of food. The school works in conjunction with Halton's Healthy School Team who support nutrition-based activities with pupils.</p>
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Impact	<p>As a result of the well-considered curriculum, high quality teaching and assessment and individualised approaches pupils achieve exceptionally well. Pupils develop knowledge and skills at a level appropriate to their development alongside all of the other qualities that we strive for all children to learn whilst on their learning journey at Brookfields.</p> <p>As our children move throughout the school they become more independent; they are able to use toys independently, and use objects when doing things for themselves. Pupils will enjoy interacting with their environment and generalise their learning to new places; in their homes they will grow in independence and have the skills to ask for specific help when needed.</p> <p>Early years pupils DT experience will be reflected and assessed within the EYFS framework. Our Explorers' progression will be reflected in the assessment of Cognition and Learning and Sensory/Physical skills, two of the areas of need outlined in the SEND code of practice. Adventurers will be assessed using progression steps which assess subject specific learning; progress will be recorded in Design and Technology as well as in aspects of science, history, geography, literacy, numeracy and PSHE.</p> <p>We believe that the Design and Technology curriculum is critical and will have an impact on how our pupils understand, engage and control the world around them. Allowing our pupils to grow in independence and be able to communicate about using objects by the time they leave at the end of year 6 is our true measure of impact. Some of our Adventurers will have gained an understanding of design from a wider, less personal perspective; they will beginning their journey towards understanding why design choices are made and the effect it has on the way we live our lives.</p>
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