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| **The 3 I’s** | **Design and Technology** | |
| **INTENT**  **(What we want pupils to learn and why – curriculum design – how and why it is sequenced the way it is)** | **Aims: what big ideas do we want OUR pupils to come out with from this subject.** | *Our design and technology curriculum aims ensure all pupils develop their confidence to take risks, through drafting design concepts, modelling and testing and to be reflective learners. We aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.*  *We believe that evaluation throughout the designing and making process enables them to become innovative, resilient and reflective people who are able to adapt to all situations and improve their work. We aim for our reflective learners to apply these skills to be able to evaluate work of others in a constructive, focused and respectful way.*  *• In every key stage, we aim to give children opportunities to experience a range of D.T. projects/tasks.*  *• We aim to ensure there are clear steps in place to make sure all children can access the D.T. curriculum.*  *• We aim to achieve depth of learning by teaching, practicing and repeating those skills related to evaluation during the designing, making and evaluating process. Children are given opportunities to experience a range of products and pupils are encouraged to demonstrate their skills through practical work, creating prototypes, discussion, collaboration and written evaluations.* |
| **Organisation of curriculum and sequencing:** | *We follow a broad and balanced design and technology curriculum. The scheme supports pupils to meet the National Curriculum end of key stage attainment targets. We primarily use the KAPOW scheme.*  *Our LTP and MTP have all been carefully selected so that pupils can respond to design briefs and scenarios that require consideration of needs of others, developing their skills in six key areas:*   * *Mechanisms (KS1, LKS2 and UKS2)* * *Structures (KS1, LKS2 and UKS2)* * *Textiles (KS1 and UKS2)* * *Cooking and Nutrition (KS1, LKS2 and UKS2)* * *Electrical Systems (LKS2 and UKS2)* * *Digital World (LKS2 and UKS2)*   *Units of lessons are sequential. Children build their skills and knowledge applying them to a range of outcomes. Key skills are revisited with increasing complexity in a spiral curriculum model.*  *All our pupils study three design technology units each academic year. Lessons take place bi-weekly on alternate weeks to art and design.*  *Teachers are expected to use Kapow to access good quality units of work which show progression across the key stages.*  *We use spaced retrieval so that children can remember their learning and build on their understanding. This approach aims to reduce cognitive overload for our pupils. Key vocabulary for every unit is identified for pupils to focus upon with their teacher and use during lessons.* |
| **IMPLEMENTATION**  **(How the curriculum - inc. cultural capital - is taught and assessed so our children develop knowledge, skills, understanding & SHINE)** | **Teaching & adapting to learners needs:** | *Gaps are identified through unit assessments, discussions, assessment for learning in lessons by referring to the success criteria, outcomes of retrieval practice and planned learning adapted to address misconceptions/ gaps.*  *Adaptations can simply be adapted questions, scaffolds, additional/less instructions, resources/ scale of work/ adult support... There are suggested adaptations for children needing additional support each lesson in the individual lesson plans.*  *Everyone has access to the design and technology curriculum at the same pace.*  *Support is provided to those pupils as and when they require it.*  *Questions and tasks are used to deepen learning and there are suggested adaptations for children working at greater depth for each lesson in the individual lesson plans too.* |
| **What, How and When we assess learning** | *Teachers are expected to use the ‘curriculum on a sheet’ document to guide retrieval practice during lessons (this could be through low stake quizzes, questioning using a think pair share approach, unit front covers to assess against, discussions with pupils about their work during design/ make/ evaluate and ‘show me’ tasks to demonstrate knowledge and skills and observing how they perform in lessons.* |
| **How and when we make links to other subjects:** | *Links are made with I.C.T. when using technology such as microbits.*  *Links are made with science when using electrical circuits in projects.*  *Links are made with art when creating plans and diagrams.*  *Links are made with literacy when writing evaluations.* |
| **Cultural capital – visit / visitors / clubs** | *Pupils participate in an enterprise task each year and design and make products to sell to parents/ carers and other pupils at the Christmas Fayre. Monies raised go towards the Academy funds.* |
| **IMPACT**  **(Key impact and how we will measure and monitor)** | **Monitoring and evaluating outcomes** | *Foundation stage: by the end of foundation stage children will:*   * *Use a range of small tools, including scissors,* * *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* * *Share their creations, explaining the process they have used.* * *Make use of props and materials when role playing characters in narrativesand stories.*   *After the implementation of the academy’s Design and Technology curriculum, the pupils should leave our academy equipped with a range of skills to enable them to succeed in their Design and Technology learning at KS3 and be innovative and resourceful members of society. The expected impacts of following the academy’s DT curriculum is that pupils will:*   * *Evaluate work in a constructive, focused and respectful way.* * *Self-evaluate and reflect on learning at different stages and identify areas to improve.* * *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.* * *Understand and apply the principles of healthy eating, diets and recipes, including key processes, food groups and cooking equipment.* * *Meet the end of key stage expectations outlined in the National curriculum for Design and Technology.* * *Meet the end of key stage expectations outlined in the National curriculum for Computing.*   *Tools used to monitor are:*   * *Pupil and staff voice tells us what is working well and areas for development.* * *Book looks alongside discussion with pupils* * *Termly standards reports report to governors findings from monitoring and evaluation and progress made in subject action plan.* |