West Heslerton CE Primary School Curriculum statement for the teaching and learning of Design Technology

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<tr><td>ETHOS</td><td colspan="4">“Children are at the centre of all we do”
We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.
The hallmarks of a Christian life lived well are –
· Love · Joy · Self-control · Peace · Kindness · Patience · Generosity · Gentleness · Faithfulness
Galatians 5:22 – 23</td></tr>
<tr><td>SCHOOL INTENT</td><td colspan="4">As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.
To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.
Whilst making the greatest use of the wide-open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.</td></tr>
<tr><td>SUBJECT INTENT</td><td colspan="4">At West Heslerton we believe that children should learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology, developing a critical understanding of its impact on daily life and the wider world and to participate successfully in an increasingly technological world using the language of design and technology.

It is our aim to:
• Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
• Enable children to talk about how things work and to develop their technical knowledge,
• Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users,
• Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures,
• Develop an understanding of technological processes and products, their manufacture and their contribution to our society,
• Foster enjoyment, satisfaction and purpose in designing and making things,
• Critique, evaluate and test their ideas and products, and the work of others,
• Understand and apply the principles of nutrition and to learn how to cook,
• Understand how key events and individuals in design and technology have helped shape the world</td></tr>
<tr><td rowspan="2">UNDERPINNED BY</td><td>High expectations</td><td>Modelling</td><td>Fluency</td><td>Vocabulary</td></tr>
<tr><td>All children are expected to make at least good progress from their starting point and achieve their full potential.</td><td>Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations.</td><td>Children apply the skills taught confidently and independently across the curriculum.</td><td>Ambitious vocabulary is taught explicitly and can be used by children appropriately.</td></tr>
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<tr><td rowspan="3">IMPLEMENTATION</td><td colspan="4">Skills, knowledge and vocabulary are taught following the National Curriculum objectives. We currently follow the ‘Project on a Page’ scheme which clearly organises specific skills and knowledge into appropriate year groups. This provides key information, in order for teachers to plan projects.
In EYFS we follow the ‘Birth to 5 Matters’ and use the Development Matters Checkpoints to track progress, these are non-statutory - only the ‘Early Years Framework’ is statutory. See EYFS EAD Long term Progression Plan.</td></tr>
<tr><td>Busy Brain Time
Tasks are set for children during Busy Brain Time (EYFS/Yr1). These tasks are to promote independent learning, time management, organisation and problem solving.</td><td>Cross curricular
This subject is taught through the ‘project on a page’ which incorporated skills across the curriculum ensuring that skills are applied in other subjects.</td><td>Outdoor Learning
As a Forest School, we continue and extend our learning outdoors, in a range of different areas in our locality. By doing this, we are able to expand our range of skills, knowledge and vocabulary.

EYFS and Yr1 also have continual access to outdoor learning as part of their provision.</td><td>Wider Opportunities
Visits – Y5/6 STEM event at Scarborough.
We are registered with Healthy Schools North Yorkshire and are working towards the Healthy School Awards. We take part in regular Healthy Schools Pupil events.
Our Forest school, after school club provides further opportunities to develop their D&T skills.
Visits and visitors that enhance learning in D&T.</td></tr>
<tr><td>Whole School Events
As a whole school we come together to celebrate and/or take part in specific themes and events when relevant.</td><td>Inclusion
All children receive a high-quality and ambitious education regardless of need or disability, both in and out of the classroom. We support these children in a range of ways: adult support, peer support, differentiated resources or tasks. There may have been a prior learning challenge, to help with specific lessons.</td><td>Continuous Professional Development (CPD)
To further staff’s subject knowledge and skills, professional development is undertaken when required.</td><td>Nurture
The six principles of nurture are woven throughout our curriculum.
Learning
Wellbeing
Behaviour
Language
Safety
Transition</td></tr>
<tr><td>IMPACT</td><td colspan="4">We strive to create a supportive and collaborative ethos for learning by providing a variety of opportunities to help children gain a coherent knowledge of understanding of each unit of work covered. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills, and discrete vocabulary progression also forms part of each unit of work.

We measure the impact of our curriculum through monitoring methods and by carrying out teacher assessments at the end of every unit of work. EYFS checkpoint assessments are monitored at the end of each term.</td></tr>
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MONITORING METHODS	Pupil Voice	Evidence in knowledge	Evidence in skills	Outcomes
	Through discussion and feedback, children talk enthusiastically, and understand the importance of this subject. With their work as a prompt, children can talk about their learning.	Children can recall key information showing knowledge of their subject from which to build on further.	Children can demonstrate a range of skills and apply these appropriately in a wide range of contexts. Teachers' subject knowledge ensure that skills taught are matched to National Curriculum objectives.	At the end of each year we expect children to have achieved their academic potential, with the majority of children in line with National Age-Related Expectations. Some children will have progressed further and achieved above National Age-Related Expectations. Children who have gaps in their knowledge receive appropriate support.