

Curriculum Expectations



Subject Leader:

Stuart Tilt

Design and Technology

Curriculum Coverage

At Christ Church Primary School, we recognise that Design and Technology is an inspiring, rigorous, and practical subject, which is vital to our ever-changing and increasingly technological world. Ultimately, with a focus on creativity and imagination, we aim to inspire a love of Design and Technology in our children by encouraging them to take risks and become resourceful, innovative young people. Each year group will develop skills, techniques and designs in a range of applications. This will enable children to be confident, talented and flourish in all areas of Design and Technology. We hope that children will develop an enjoyment of the 'designing and making' process and consequently because of this, create and reflect on their own, and others, designs and creations thoroughly.

How often?

Children will complete three DT projects throughout the year, each one over the course of a term and linked to the Big Questions where possible. A series of lessons are taught across the term that incorporate research, design, making and evaluating.

Community links

Children are given opportunities to link their Design and Technology skills within the local community:

- Bake sales during school events.
- Opportunities during homework to explore their DT skills outside of the classroom.

What does a typical lesson look like?

Every DT lesson begins with the sharing of the lesson's skill. Children are aware of this skills and how this will influence the learning in that lesson. They are then given the opportunity to recall where that skill may have been previously taught or where learning related to that skill may have been experienced. This recall makes children aware that they are building on previous knowledge and skills they have gathered and practiced in previous year groups. Previous year group skills are then shared with the children to further secure this recall. A learning objective is then shared with the children as well as the steps to success that the children will need to work through to achieve this learning objective—this is consistent across the different phases of the project (research, design, make, evaluate). These steps to success allow all children to access the learning objective with specific scaffolding employed to support each step where necessary. Teachers will then begin the teaching of that skill, offering their expertise on the subject and modelling and demonstrating what is expected of the children, whether this be practical or written. Children will then work independently or in supported groups to access the different steps to success of the lesson.

Which resources are used?

A range of technology, media, materials, cooking and tools from across the school to provide resources for each area of the skill process being taught. Planning is directly from the National Curriculum and year group curriculum folders as well as knowledge organisers to support planning and subject knowledge.

Display expectations

Children's learning and designs will be celebrated within each classroom as part of the Big Question display. Either the design process and model or a photo can be displayed. Where appropriate, children's evaluations of their own and other's learning can also be displayed to show the reflective element of D&T. There is also a whole school DT display where work from all year groups is celebrated.

How is it monitored?

The subject leader monitors medium term and weekly planning; informal book and display reviews throughout the year; discussions with class teachers and pupil voice.

How is it assessed?

Assessment takes place using the triangulation of; discussions with both pupils and staff, marking and feedback and planning, using the year group skills and National Curriculum.