

ST MARGARET CLITHEROW CATHOLIC PRIMARY SCHOOL

DESIGN TECHNOLOGY

Learning for life, loving God

Ourselves and others.

Valuing all of His creation

Enable us to do our best.

Curriculum Intent

What is the intent of the Design Technology curriculum?

- Design technology (DT) at St. Margaret Clitherow Catholic Primary School is taught to be in line with the National Curriculum Programme of Study for Design Technology (2014) and the Development Matters (2021) within the Expressive Arts and Design area of learning.
- Our aim is to provide a design technology education to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Our curriculum is designed to revisit, remember, build upon and apply old skills and learn new skills to achieve the objectives set by the National Curriculum (2014) and Development Matters (2021).
- The curriculum is designed to promote new skills and challenge the children to have high aspirations. Children apply and remember those skills in order to progress and develop new knowledge.
- Planning provides a sequence of lessons that is built upon skills and knowledge learnt in the previous year and advanced further.
- It is vital that our children should be able to critique, evaluate and test their ideas and products and the work of others.
- It is vital that children will learn to understand and apply the principles of nutrition and learn key cooking skills.

Curriculum Implementation

How does the curriculum overview allow all children to achieve?

- The success criteria are clearly linked to the National Curriculum.
- Lessons are delivered throughout the term, either discretely or taught in a cross-curricular way.
- Teachers have high aspirations for our children and lessons are consistently delivered with clear expectations so children achieve to their full potential.

How is prior knowledge revisited?

The sequence of lessons from Foundation Stage through to Year 6 enable interleaving between units; this allows children the opportunities to revisit and embed key knowledge and skills from previous units and apply to new units. This sequence of lessons will ensure that key skills, knowledge and vocabulary are developed and embedded in the mastery of the subject.

How is assessment used effectively?

Assessment is used consistently and strategically to evaluate children's progress, knowledge and understanding. It is a valuable tool used by teachers to be able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher, peer and self-assessment, whether this is given orally or via written feedback, as well as formative and summative assessments **on Target Tracker** inform next steps, amendments and provision to ensure children are supported and extended.

How is cultural capital developed through the curriculum?

Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and moral values within the wider world. High-quality design and technology education make an essential contribution to the creativity, culture, wealth and well-being of the nation.

Curriculum Impact

What does impact look like?

- Children will demonstrate knowledge and understanding from their relevant starting points.
- Children have a range of skills and knowledge that meets the requirements of the 2014 National Curriculum.
- Children are confident and competent, and can skilfully use their knowledge to support them in other areas of the curriculum.
- Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

SEND and Disadvantaged children

All SEND and Disadvantaged children are to feel valued and included, and to have high aspirations. Inclusion is embedded in our practice and teachers regularly review and reflect upon their own practice to ensure progress is made. Teaching is adapted and responds to the strengths and needs of all learners.