



Intent

At Deighton Gates Primary School, our intent is to deliver a high-quality design and technology education that engages, inspires and challenges pupils; equipping them with the knowledge and skills to design, make, evaluate and improve their Design and Technology work. We want our curriculum that:

- Provides an opportunity for all children to learn the skills required to be a successful designer
- Encourage children to discover an interest in design technology
- Allow children to critically engage with design, sculpture and construction
- Plan opportunities to create and evaluate a range of products
- Give all learners the opportunity to enjoy being creative!
- Enable learners to access a range of materials in order to understand their properties
- Widen children's vocabulary and use of technical language
- Encourage children to engage with products, considering their purpose and practically

In order to achieve these aims we have designed an ambitious curriculum that is coherently planned and sequenced and fulfils the requirements set out in the National Curriculum.

The National Curriculum for design and technology aims 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
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

We have identified the key 'Threshold Concepts' which set out the fundamentals of the subject. We use these threshold concepts to ensure that our curriculum offer in Design Technology is coherently planned and enables pupils to make progress within each discipline.

The Threshold Concepts in Design Technology are:-

- Master practical techniques
This concept involves developing the skills needed to make high-quality products.
- Take inspiration from design
This concept involves appreciating the design process that has influenced the products we use in everyday life.
- Design, make, evaluate and improve
This concept involves developing the process of design thinking and seeing design as an iterative process.



Deighton Gates Primary School Curriculum Overview: Design and Technology

This document sets out the specific, intended progression for each threshold concept. Sequencing The curriculum has been sequenced to ensure that children develop the knowledge and skills defined in each threshold concepts. Each concept is split into key milestones; and children work towards mastering these during different stages of their education.

EYFS: Early Learning goals

Years 1 and 2: Milestone 1

Years 3 and 4: Milestone 2

Years 5 and 6: Milestone 3

This approach has been adopted to promote regular opportunities to revisit learning as well as supporting the acquisition of knowledge into long term memory. The Design and Technology Long Term Plan sets out the intended sequencing of the curriculum.

Implementation

The intended Design and Technology curriculum is implemented through the planning, teaching and assessment of the subject as a specific discipline in each year group. The teaching of Design and Technology is alternated with Art and Design and has been designed to make purposeful links between subjects where possible. The detailed Long Term Plan sets out when, within the curriculum's design, each concept is taught, revisited and assessed. During each teaching sequence or 'unit' of design and technology, teachers collect evidence and make summative assessments of each child's progress and attainment against the defined milestones. This is also used to inform end of year assessments which are reported to governors and parents (outlined below).

The aim is to ensure that all children develop at least a basic grasp of the threshold concept; with many mastering the defined concepts by the end of each stage of education. (Year 2, 4 and 6). Where necessary, the whole team are able to identify specific pupils with special educational needs and/or disabilities, as well as those with an identified specific talent; and adapt the curriculum's implementation accordingly. Children in Foundation Stage are assessed within Creating with Materials and their progress is tracked termly using the Early Excellence tracker system. Age related expectation levels are reported to parents at the end of the reception year.

Impact

Senior leaders, subject leads and teachers are able to use the evidence collected alongside the assessment information to monitor and track the implementation of the subject's curriculum to ensure that our intentions are achieved. Annual reports are created and shared with governors to highlight the impact of the implemented curriculum, its strengths and areas for review.