

## **Curriculum Intent**

At Apley Wood Primary, our aim is to develop children's creative, practical and technical skills to develop the whole child. We will provide the children with the appropriate knowledge and skills to enable them to be successful, and to confidently participate in an increasingly technological world.

Alongside the range of substantive and disciplinary knowledge taught, our Design and Technology curriculum also has a strong focus on the transferable skills of Building Learning Power; teamwork, resilience, resourcefulness, and reflection, in order to develop lifelong learners.

Design and Technology is offered through a range of inspiring and enterprising projects. Projects are delivered with a cross curricular approach drawing on areas of the curriculum such as English, Maths, Science and Computing enabling a progression of key skills.

The curriculum provides the children with the opportunity to research, represent their ideas, investigate and explore, develop their ideas, design, make and evaluate their work.

Through our Design and Technology curriculum, our children will be inspired by engineers, designers, chefs, and architects which will enable them to create a range of structures, mechanisms, textiles, electrical systems, and food products with a real-life purpose.

## **Curriculum Implementation**

At Apley our Design and Technology curriculum teaches key substantive knowledge and disciplinary knowledge children need through exciting and engaging projects. DT is taught half termly, with each year group completing 2-3 projects a year. We ensure children follow a journey through school within the five key areas of DT: Structures and Construction, Textiles, Mechanics, Electrical and Cooking and Nutrition.

Purposeful and challenging projects are set to provide pupils with a balanced programme of design and technology activities allowing them to be imaginative and creative. The task or activity that is set is often linked to a real-life concept and poses a key question to direct pupils' thinking and enquiry skills. Provision is made for differentiation by task or outcome for children with special educational needs. Resources and activities are varied and can be adapted to ensure each child is able to access the task and can learn effectively.

Our mode of working in design and technology is a mix of class teaching, co-operative groups, and individual work. Groups will often be of mixed ability, and children are encouraged to communicate their ideas. Lessons are planned to incorporate all elements of our Building Learning Power.

In EYFS, planning involves opportunities for children to explore and access a variety of activities across the 7 areas of learning, with a focus on Expressive Arts and Design, alongside their 3 planned projects a year.

In Years 1 - 6, there is also a strong emphasis on incorporating a cross curricular approach using and applying key skills learnt in all other subjects and providing children with the opportunity to utilise prior learning in all subjects but in particular, English, maths, science, and computing.

Through our teaching of Design and Technology we ensure that children know and remember more by revisiting prior learning and making links between subjects and knowledge whenever possible.

Each year there is a STEAM week which provides children with the opportunity to explore Design and Technology within science, engineering, mathematics, art, and the wider world.

### **Curriculum Impact**

Progress in Design and Technology is measured against the National Curriculum statements alongside a whole school progression document which focuses on previously taught substantive knowledge and disciplinary knowledge. Children are assessed against the following areas: design, make, evaluate, technical knowledge and vocabulary.

Each year group completes a vocabulary checklist at the beginning of each project to assess prior learning. This then informs planning and pinpoints the specific needs of the learners. At the end of each project, the vocabulary checklist will be completed again to show the progress of all children.

The teaching of Design and Technology is monitored through learning walks with the DT Subject Leader and link Governors, book looks and pupil voice.