



Design and Technology

Intent	<p>Our design and technology curriculum is intended to provide children with the skills, knowledge and attributes needed to improve the world around them. It is a relevant, inspiring and practical subject where the children have the opportunity to respond with freedom and creativity in a safe environment. Through our curriculum the children learn how to work independently as well as part of a team, develop their curiosity and become reflective and resilient learners. The curriculum is based on the three S's - Something for Somebody for Some Purpose. They learn how to be innovative, think logically and how to turn ideas into a reality. Our curriculum is designed to show the importance of the planning and evaluating stages, not just making the product.</p> <p>The curriculum has been designed so the children's knowledge and skills are challenging as well as progressive. They will build upon knowledge and skills taught previously as well as making links with other areas of the curriculum. The curriculum is explicit about the standards of knowledge and vocabulary (based on the National Curriculum and Windhill Progress document) which supports the teaching to be of a high quality for each pupil, regardless of the experience of the teacher relating to the subject material. Each unit of design and technology will include investigative and evaluative activities (IEAs), focused tasks (FTs) and design, make, evaluate assignments (DMEAs) to help them design and produce products that meet the brief of the user, are functional and authentic.</p>			
Underpinned by	High expectations	Real life experiences	Evaluation and Reflection	Vocabulary
	All children are expected to succeed and make progress from their starting point.	<p>All children will learn skills needed for the real world - sewing, using tools, woodwork, planning.</p> <p>The children will have opportunities to speak to real professionals who can give them insights into how the skills are applied in the real world.</p>	Children will be able to make their own decisions and reflect on them to improve a design. Children will be able to self-evaluate and give peers feedback about their design.	Specific vocabulary is taught in each unit and is expected to be used where appropriate.

Implementation	<p>Schemes of Work Schemes of work have been implemented, trialled and reviewed throughout the last 2 years to ensure they are robust and consistent throughout school. Teachers have the opportunity to change the end product based on their children's interests.</p>	<p>Expectations There is an expectation that children have one unit of D.T every term. We have trialled and implemented a 2-week teaching block within both half terms for staff to choose when to teach their unit of D.T</p>	<p>Vocabulary Within the schemes of work, key vocabulary is highlighted for teachers to teach children. When teaching D.T, staff are aware to explain the difference between D.T and Art with children as this is a misconception with children.</p>
-----------------------	---	---	---

Impact	<p>Schemes of Work Children are receiving regular D.T lessons, learning a focus unit every term. Children are learning new skills - textiles, cooking, structural models, mechanisms and electrical components (UKS2)</p>	<p>Expectations Children have a block unit of D.T lessons which means they can create their end product quicker and children are more engaged instead of weekly D.T lessons.</p>	<p>Vocabulary Children can identify the elements of D.T and understand the vocabulary linked to their unit of work.</p>
---------------	--	---	--