

St Austin's Catholic Primary – Curriculum Intent

At St Austin's Catholic Primary school we want our children to be inspired, interested in learning and independent thinkers of the world.

Our inclusive curriculum provides opportunities for our pupils to be creative, compassionate, confident, collaborate, cultured and valued members of our Catholic community. By developing knowledge, skills and understanding through a broad and balanced curriculum our children will be prepared to become global citizens of the future. DT should provide children with a real life context for learning. At St. Austin's, we want to allow children to aspire to be more through creating opportunities for them in the wider world. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose.

At the heart of our curriculum are the Gospel Values which underpin our mission statement.

"In our school where everyone is special we will love and serve as Jesus taught"

We are passionate that our children will be ready for the challenges ahead and are proud of who they are!

Design and Technology – Intent

All teaching of DT should follow the design, make and evaluate cycle. Each stage should be rooted in technical knowledge. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary. DT should be taught to a high standard, where each of the stages should be given equal weight. There should be evidence in each of these stages in the DT books, which should also develop to show clear progression across the key stages as they are passed up through each year group.

In KS1 this looks like:

Design:

- Design should be rooted in real life, relevant contexts to give meaning to the learning.
- Planned through appropriate formats: drawing, templates, talking and mock-ups.

Make:

- Children should be given a range of tools for their projects to choose from.
- Children should use a wide range of materials and components; textiles, construction equipment and ingredients.

Evaluate:

- Evaluate existing products.
- Evaluate their own products against design criteria.

In KS2 this looks like:

Design:

- Rooted in real life, relevant contexts to give meaning to the learning.
- Researched designs based on functional, appealing products with purpose.
- Planned by appropriate methods; annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.

Make:

- Children can select from a wider range of tools than KS1.
- Children should use from and select a wider range of materials and components; textiles, construction equipment and ingredients.

Evaluate:

- Evaluations should be in comparison to existing products.
- Children should evaluate against a design criteria.
- Children should understand how key events and individuals have helped shape design and technology globally – products are in context!

Design and Technology – Implementation

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum. This is implemented through:

- A well thought out, whole school, yearly overview of the DT curriculum which allows for progression across year groups in all areas of DT (textiles, mechanisms, structures, food and electrical systems)
- Well planned and resourced projects providing children with a hands-on and enriching experience
- A range of skills being taught ensuring that children are aware of health and safety issues related to the tasks undertaken
- Teachers being given ownership and flexibility to plan for Design and Technology; often teaching DT as a block of lessons to allow the time needed for the children to be critical, inventive and reflective on their work.
- Each project from Year 1 to Year 6 addressing the principles of designing, making, and evaluating and incorporating relevant technical knowledge and understanding in relevant contexts.
- Pupils being introduced to specific designers, chefs, nutritionists, etc. helping to engender an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future.

As a school, we promote Design and Technology in the wider school through gardening sessions through the year, a weekly gardening club for some children and Lego coding club. The children learn about where our food comes from by growing their own, and the importance of a balanced, healthy and varied diet and how to prepare this. We have an allotment plot at school and each year group oversees their own patch, to grow and harvest food.

EYFS

During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They can learn to:

- Use different media and materials to express their own ideas
- Use what they have learnt about media and materials in original ways, thinking about form, function and purpose
- Make plans and construct with a purpose in mind using a variety of resources
- Develop skills to use simple tools and techniques appropriately, effectively and safely
- Select appropriate resources for a product and adapt their work where necessary
- Cook and prepare food adhering to good health and hygiene routines

Impact:

Children will have clear enjoyment and confidence in Design and Technology that they will then apply to other areas of the curriculum. Through carefully planned and implemented learning activities the pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They gain a firm foundation of knowledge and skills to see them equipped to take on further learning in High School. Pupil's skills and knowledge are assessed ongoingly by the class teacher, throughout lessons and a summative assessment is completed annually. This informs the Design and Technology coordinator of any further areas for curriculum development, pupil support and/or training requirements for staff.