Curriculum Statement for the Teaching and Learning of Design and Technology

Intent	**At Parc Eglos School, children engage in a creative and challenging design and technology curriculum that offers all children the experiences to inspire a love of learning through their knowledge and understanding of our ever changing world and quality designing and making experiences that link to our Cornish culture, traditions, as well as the wider world around us. Through a collaborative approach, children evaluate the design process which allows adaptions and improvements of their product, this, as well as learning basic cooking skills, are key skills which they will go on to use throughout their lives.**					
Scope	**National Curriculum/Quigley Milestones** **Kapow Primary**					
Key Concepts	Master practical skills. (This concept involves developing the skills needed to make high quality products)	Design, Make, evaluate and improve. (This concept involves developing the process of design thinking and seeing design as a process)	Take inspiration from design throughout history. (This concept involves appreciating the design that has influenced the products we use in everyday life).			
Underpinned by	**Mastery (Aspirational)**	**Fluency**	**Collaboration**	**Oracy**	**Vocabulary**	**Modelling**
	Through high expectations, all children will succeed in making progress throughout the DT curriculum, showing a deep understanding of the key concepts.	Children will be able to make links to and build on their previous learning that follow a sequence to show progression of skills.	Children will work collaboratively, whilst being **supported to develop the confidence to take risks, though drafting design concepts, modelling and testing to be reflective learners who evaluate their work and the work of others.**	Children are encouraged to share ideas, to be reflective learners who evaluate their own work and the work of others.	Key vocabulary is taught explicitly within each unit of work.	Teachers will use high level teaching and modelling using quality resources and vocabulary to enable children to develop the skills needed to make high quality products.
Implementation	**<u>Design</u>** In all D&T projects, in the design stages, the children will read or design a brief. They will need to consider who the target audience is, what their product and packaging (if applicable) needs to include and how the product will be made.	**<u>Make</u>** Children will learn new skills and techniques, as well as develop and build on previous skills and techniques to make their product.	**<u>Evaluate</u>** Children will be taught how to evaluate existing products to inform their design, but also how to evaluate their own and other's designs against their design criteria. Teachers will have access to differentiated evaluation templates for pupils to reflect and evaluate their projects using drawings, diagrams or photographs of their final outcomes.	**<u>Technical Knowledge</u>** Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding required for each strand.	**<u>Cooking and Nutrition</u>** Cooking and nutrition focuses on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.	

	Assessment Assessment is linked to NC D&T content and takes place at the beginning and end of a unit. Children will be given a 'Knowledge Catcher' at the beginning of the unit of work to find out what they already know and inform the teacher's planning. At the end of the unit, children will be asked to Purple Polish their Knowledge Catcher, adding to it and demonstrating what they have learnt.	**Vocabulary** In order to help children develop their vocabulary, Knowledge Organisers – visual summaries of the key vocabulary and facts of each unit will be displayed and shared with each year group. Teachers will teach, model and explain vocabulary meanings, in context during each unit of work. Children will be encouraged to broaden their language by using new vocabulary in context.			

Impact	Pupil Voice	Evidence in Knowledge	Evidence in Skills	Outcomes
	During discussions, self-evaluation and peer-evaluation, children can reflect on learning at different stages and identify areas to improve. Children are enthusiastic about D&T and can share their knowledge and understanding using the vocabulary taught and making links to their previous learning.	Children at Parc Eglos can understand the functional and aesthetic properties of a range of materials and resources. They can understand how to use and combine tools to carry out different processes for shaping, decorating and manufacturing products. Children will have an appreciation for key individuals, inventions and events in history and of today that impact our world.	Children build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients and scenarios. Children can understand and apply the principles of healthy eating, diets and recipes, including key processes, food groups and cooking equipment.	We expect children to meet the end of key stage expectations outlined in the NC for D&T. Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.