



Newnham St Peter's C of E Primary School Design and Technology Curriculum



School Vision

Cherish Everyone ~ Flourish Together ~ Serve Others

Newnham St Peter's School Intent Statement

We aim to work in partnership with parents, governors, the Church and the community to provide a broad and balanced curriculum that enables all our children to develop into well rounded individuals and life-long learners. As a church school our curriculum is built upon a strong Christian foundation, with our core values of hope, perseverance, respect, friendship, forgiveness and thankfulness at the heart of all we do.

Curiosity underpins lifelong learning, from pre-school up our curriculum is based upon asking questions and exploring. Reading is the gateway to sustainable learning. We have a structured approach to reading to ensure children develop skills that are applied across the curriculum. Vocabulary is a key focus and our curriculum is designed to ensure children develop both rich creative and subject specific vocabulary.

To ensure knowledge is retained and learning 'sticks', our curriculum is carefully mapped out across all phases, providing continuity, supporting transition and revisiting / building on key concepts.

Our curriculum takes inspiration from our Forest of Dean setting by the River Severn whilst also ensuring that pupils are outward looking with planned opportunities to gain experience of the wider world.

We aim for children to leave our school not only achieving their full academic potential, but with the skills to keep themselves physically, mentally and spiritually fit. The confidence to push themselves outside of their comfort zone and the moral compass and drive to be active global citizens.

Intent – What we want for the children

Our DT curriculum aims to inspire all pupils to be creative thinkers who have an appreciation for the cycle of product design through ideation, creation and evaluation. We want pupils to develop the confidence to take risks, through drafting concepts, modelling and testing. In doing so, we want children to be reflective learners who evaluate their own work and the work of others. In the process, children are able to demonstrate our value of **perseverance** in order to achieve an exciting, finished product that maintains its fit for purpose.

Through each stage of the design process, children are encouraged to apply key vocabulary when discussing their ideas and the ideas of others. Not only does this allow opportunities for children to develop their skills, knowledge and understanding of concepts, but it enables children to work cooperatively as well as independently. In doing so, children will be able to continue to uphold our value of **respect**.

Through our curriculum, we aim for children to build an awareness of the impact of design and technology on our lives and how these skills can be applied to solve real, relevant problems. We aim for children to become resourceful and creative citizens. They will have the skills to both contribute to and **flourish** in a rapidly changing world.

Implementation – How it will be delivered

EYFS

In the EYFS, Design and Technology is covered through the three prime areas and Expressive Arts and Design. There is a focus on construction and materials, developing own ideas, refining ideas and creating collaboratively.

Key Stage 1 and Key Stage 2

In Key Stage 1 and 2 at Newnham St Peter's, Design and Technology is taught as a block once every term. Teachers follow the long-term plan to ensure the pupils are exposed to a wide range of skills within the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which incorporates the contextual, historical and technical understanding required for each strand. Children will experience a progression of skills within; design, make, evaluate, technical knowledge and cooking and nutrition. To ensure the progression of these skills, children are challenged at an appropriate depth according to the year group expectations and this is built on within the areas of study as the children develop through the school.

All children are provided with a knowledge organiser at the front of their book. The knowledge organisers enable all pupils to refer back to key vocabulary when needed. They also give children an insight towards what each unit will entail.

Through following the Kapow scheme for Design and Technology, staff are provided with lesson plans that are structured and differentiated whilst allowing opportunities for CPD to support and help maintain subject knowledge.

Impact- What we want the outcomes to be

Our children will:

- Understand how to use and combine tools to carry out different processes for shaping, decorating and manufacturing products.
- Understand the functional and aesthetic properties of a range of materials and resources.
- Build and apply a wide variety of skills, knowledge and understanding to produce high quality, innovative outcomes.
- Understand and apply the principles of healthy eating, diets and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key inventions, individuals, inventions and events in history and the impact on the wider world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect learning at different stages to identify areas to improve.
- Meet the end of key stage expectations outline in the National Curriculum for Design and Technology.