Manor Primary School Curriculum Statement
Subject: DT

Vision Statement for DT: At Manor Primary School, learning in DT gives opportunities for pupils to become innovative and creative thinkers. It helps to develop their confidence to take risks and become reflective learners. Pupils will explore how design and technology can be used effectively in their everyday lives. We aim for pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Intent:

At Manor Primary School we:

- Follow Kapow Primary Design and Technology scheme of work in KS1 and KS2 and adapt when necessary to meet the needs of the pupils within our school. This builds on previous learning and provides both support and challenge for learners, ensures progression of skills and covers all aspects of the Design and Technology curriculum
- Use the long-term condensed curriculum plan from Kapow to reflect the nature of our timetable
- Ensure that everyone upholds the vision
- Provide high quality resources for each unit of work
- Ensure that adequate time is given to the teaching of Design and Technology
- Keep abreast of any national changes, research and initiatives.
- Know the end goal for each year group
- Seek advice from subject experts
- Provide high quality resources to guide teaching and learning for each unit of work
- Focus on the attainment who didn't reach the expected standard

Implementation:

In the Foundation Stage, pupils will:

- Be given the opportunity to manipulate materials to create a planned effect.
- Construct with a purpose in mind, using a variety of resources and tools to aid this.
- Select appropriate tools and techniques needed to shape, assemble, and join materials they are using.
- Learn to apply their knowledge independently when planning, making decisions about how to approach a task and solving problems.
- Describe their creations and the different features they have when talking about their designs.
- Be introduced to basic skills in cooking (such as learning to chop safely).
- Use their senses when cooking and comment on smells, tastes, appearances, sounds and textures of different foods.

In KS1 and KS2, pupils will:

- Learn through the following areas: cooking and nutrition, mechanisms, structures, textiles and electrical systems [KS2], digital world [KS2].
- Revisit each of these areas during each academic year (Electrical systems and Digital world beginning in KS2) to build upon prior knowledge.

- Learn through four main lessons in each unit which focus on the the three main stages of the design process: design, make and evaluate.
- Underpin the stages of the design process with the technical knowledge.
- Be given access to a range of high-quality tools and resources.
- Follow the Kapow Primary's Design and Technology scheme of work (adapted where necessary).
- Record work in their DT books as well as producing a final piece of DT work at the of each unit.

Pupils needing extra support, are supported in the following ways:

- Differentiated work highlighted in planning for each lesson.
- Opportunities for adult support and scaffolding in small groups to promote independent work.

Pupils working at greater depth will be challenged in the following ways:

- Differentiated work highlighted in planning for each lesson.

The structure of a typical DT lesson:

Each unit is split into four lessons which build upon each other. Typically, each lesson includes the following-

- Attention grabber- to introduce a new unit, share prior knowledge, introduce new vocabulary.
- Main event- to explore new ideas, design, pupil demonstration videos and teacher modelling, plan, make and answer key questions related to this learning.
- Wrapping up- to recap learning, explore design ideas, evaluate finished designs.

Building on learning:

- The units are cyclical. Pupils return to the key learning again and again during their time in primary school. They increase in depth, so each time the key learning is revisited it is covered with greater complexity. Upon returning to each key learning, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.
- Where appropriate, Kapow units or lessons are related to the learning in other subjects, such as the strong links between what the pupils learn in computing and the digital world units.

Assessment:

- Ongoing formative assessment is used throughout lessons.
- At the end of each lesson, teachers assess the pupils' understanding against the success criteria (outlined at the end of each lesson plan) to determine if they have developed a secure understanding or are working at a greater depth.
- Assessment quizzes and Knowledge catchers for use at the start and end of the unit to assess pupil progress and provide pupils with opportunities for retrieval and practice.
- Summative assessments are updated on OTrack 3x each year.

Enrichment:

- Extra-curricular construction club

Impact:

- Ongoing formative assessment is used throughout the lessons- through observations and questioning.
- At the end of each lesson, teachers assess the pupils' understanding against the success criteria (outlined at the end of each lesson plan) to determine if they have developed a secure understanding or are working at a greater depth.
- Assessment quizzes and Knowledge catchers for use at the start and/or end of the unit to assess pupil progress and provide pupils with opportunities for retrieval and practice.
- Summative assessments are updated on OTrack 3x each year.
- Monitoring through observations, pupils and staff discussions, learning walks, work scrutiny.