



D&T Curriculum Statement

Intent

At Woolhampton we aim to provide children with a D&T education that is relevant and purposeful for our rapidly changing world. Pupils 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. It is important that children are aware of the range of occupations available to them for later life and to be aspirational. We believe that high-quality DT lessons will motivate children to think independently, innovatively and develop creative, procedural and technical understanding.

At Woolhampton we follow KAPOW Primary's Design and Technology scheme which covers the requirements of the National Curriculum for D&T KS1 and KS2. Kapow's topics are based on the D&T Association's Projects on a Page themes, with pupils' skills and knowledge being developed across five key areas: structures, mechanisms, electrical systems, cooking and nutrition and textiles. Units can be taught in any order within the year group, as progression builds upon learning from the previous year.

Implementation

At Woolhampton, the DT Curriculum consists of:

- DT lessons using KAPOW Primary's Design and Technology scheme as a basis for planning. Teachers plan for lessons for their classes using Kapow's progression of knowledge and skills document which ensures the curriculum is covered and the skills/knowledge is taught progressively from year to year.
- We aim to link all our Design Technology teaching to our topics with the use of the Kapow scheme. If it is not possible to link them, DT will be taught discretely from the topic.
- Inspiring lessons that follow the design, make and evaluate cycle. Each stage should be rooted in technical knowledge with a focus on broadening their vocabulary. Children should have an awareness that each part of the cycle has equal importance. During the design process, children should be exposed to real life, relevant contexts in order to give purpose to their learning. While making, children should be given choice and a range of tools to choose freely from to promote independence and creativity. At the evaluation stage, children should be able to evaluate their own products against a design criteria.
- In Early Years, the children develop essential basic skills in Design and Technology which prepares them for their transition into Key Stage 1. This is by the teacher creating many opportunities for the children to carry out DT related activities across all areas of learning. By the end of Early Years, it is expected that the children will be able to:
 - construct with a purpose in mind.
 - use simple tools and techniques competently and appropriately.
 - build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary
 - select the tools and techniques they need to shape, assemble and join materials they are using
- A full range of activities and support will be available to all children irrespective of race, gender or disability. Teachers will differentiate and support where necessary to ensure equal access to the DT curriculum and development of skills. Teachers will use opportunities within D&T to challenge stereotypes, where appropriate.
- Activities that are appropriately differentiated to enable all children, including those with SEND, to make progress.



Impact

Each topic ends with all children creating a final product; these products are a fantastic way for children to demonstrate the skills they have learnt. Throughout the school, children are given the opportunity to consolidate their skills by creating their final product independently. Each lesson builds on the previous and children's skills are improved upon throughout each topic. It is also clear to see the progression of skills throughout the school through the quality of products each year group creates.

In addition, it is the intended impact that the children:

- are inspired by the DT curriculum and want to learn more
- learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens
- can discuss their learning and retain what they have learnt
- can share their learning with parents/ governors with confidence and pride

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit it taught, thus building 'sticky' knowledge.
- Images and videos of the children's practical learning.