The Good Shepherd Catholic Primary School

Following Jesus,
The Good Shepherd,
in all we say and do

Design & Technology Curriculum

OUR LADY IMMACULATE CATHOLIC ACADEMIES TRUST

Following Jesus, The Good Shepherd, in all we say and do

Intent: Design & Technology

In line with our overall intent for the Curriculum, Our Design Technology curriculum seeks to remove the barriers to learning that may result from the high degree of deprivation that may of pupils encounter. Beginning at Early Years, our Design Technology Curriculum builds language, provides opportunities to broaden our children's cultural capital, reinforces core skills and offers creative experiences to provoke the children's curiosity and to help them understand the contribution that Design Technology makes to their loves more widely.

Placing out Catholic ethos at the core of our learning, our children develop knowledge and skills of design to look wider than their immediate context and make different, aspirational choices. We use the framework provided by the evidence informed CUSP curriculum to guide our provision for teaching and learning in Design Technology.

The curriculum is organised into blocks with each block covering a particular set of disciplines, including:

- food and nutrition,
- mechanisms,
- structures, systems,
- electrical systems,
- understanding materials and textiles.

Vertical progression in each discipline has been intentionally woven into the fabric of the curriculum so that pupils revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.

The **core knowledge** required to be successful within each discipline is outlined and the curriculum outlines key aspects of development in the Working as a Designer section. Each module focuses on promoting different aspects of the competencies for Design Technology: this supports teachers in:

- Understanding pupils' progress as designers more broadly, as well as how successfully pupils are acquiring the taught knowledge and skills.
- Working as a Designer Design Make Evaluate Apply The art or process of deciding how something will look or work.
- Create something by combining materials or putting parts together.
- Form an opinion of the value or quality of something after careful thought. Use something or make something work in a particular situation.

Working as a Designer			
Design	**Make**	**Evaluate**	**Apply**
The art or process of deciding how something will look or work.	Create something by combining materials or putting parts together.	Form an opinion of the value or quality of something after careful thought.	Use something or make something work in a particular situation.

Support for implementation includes a sequence of skeleton lesson plans, contextual reference materials, vocabulary modules focusing on language of emotion, explanatory videos and annotated exemplifications. Videos complement the content in each block and provide clear instruction about relevant techniques, skills and methods. Exemplifications are used to inform assessment of pupil outcomes and to support teachers in developing their own subject knowledge.

Central to the learning modules pupils engage in activities designed to develop their oracy and vocabulary skills to enable them to use the language associated with design and technology meaningfully when talking about their work and the work of others. There is clear progression of core content and skills included within each aspect of design and technology and these are planned across year groups.

The **assessment** of pupils is formative and is based on pupil outcomes and questioning from each lesson. The following is used to assess pupils' knowledge and acquisition of skills.

- Expectations for each block are made explicit to outline what the children will know at the end of a block.
- The Point of reflection specifies the expected outcomes for each lesson.
- The Questions for assessment in each block provides specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects.
- The Oracy and Vocabulary tasks provide ample opportunities for teachers to evaluate pupils' ability to: - use the language of design and technology effectively; - explain techniques, skills and processes; - evaluate their own and others' work.
- A vocabulary quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of the technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers use to assess pupils' work. **We assess at the point of delivery, while pupils are working. This helps us to understand pupils' development as designers, rather than their ability to produce a prescribed end outcome.** We encourage pupils to articulate their thinking and reflections, we can therefore identify how pupils understand which aspects of design and technology and those may who require additional teaching. Teachers' reshape their teaching in response to formative assessment.

The **curriculum is adapted** to make reasonable adjustments for SEND. As part of the planning and preparation for the delivery of each block, teachers consider how specific activities, or the delivery, may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. It is understood that pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Tasks are broken down into smaller, more manageable chunks and individual task boards may be used to demonstrate these. For pupils who have sensory sensitivities adjustments are made in order for them to access materials. Pupils who have difficulties with tasks requiring fine motor skills may need appropriate adjustments to be made to enable them to access the task and / or in order to keep them safe.

Lessons are implemented in units of three and are implemented in terms of the following long-term sequence.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Food and Nutrition	Structures	Mechanisms
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles