

Design and Technology Curriculum

At Eastwood Village Primary School, our approach to Design and Technology is to appreciate it as a distinct subject, making curriculum links when it is suitable to do so. When Design and Technology is taught as a distinct subject there are clear opportunities to develop and strengthen specific skills. We use a range of materials and techniques including wood work, ink, clay, textile, printmaking and multimedia because we have high expectations about what all children are capable of achieving within the visual arts.

INTENT	IMPLEMENTATION	IMPACT
 <p>Alignment to National Curriculum</p> <p>The Eastwood Village Primary school curriculum for DT aligns with the National Curriculum Design Technology programme of study. Pupils are given the opportunity to celebrate their work and display or use their products in enterprise events.</p>	 <p>Pedagogical Approaches</p> <p>All Design and technology lessons are practical and allow children to explore a range of materials and tools/equipment. Children are given the opportunity to practice their tool skills and this is revisited every year building on these skills.</p>	 <p>Approach to Assessment</p> <p>The approach to assessment is less formal than in core subject disciplines. In design and technology, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and progression of skills.</p>
 <p>End Points</p> <p>The DT curriculum is ambitious in the range of skills and techniques delivered. Children will develop a broad skillset with the use of tools and equipment being a continuous thread used in all year groups. Children will also develop the vocabulary to critique products and use terminology with confidence when talking about their own work, the work produced by peers and the work of established inventors.</p>	 <p>Teachers' Expert Knowledge</p> <p>Design and technology lessons are delivered by all teachers in school. There is regular training for teachers to deliver lessons and a strong lesson structure in place. As the school is currently working towards Artsmark status, subject specific professional development is in place.</p>	 <p>Performance Data</p> <p>There is no published data for Design and Technology at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group.</p>
 <p>Sequencing</p> <p>Our DT curriculum follows a DT cycle in which children work through for each topic/material chosen. The cycle begins with evaluating existing products/inventor, then designing, then making using materials and equipment, finally evaluating their own product against a criteria.</p>	 <p>Promoting Discussion and Understanding</p> <p>Every DT lesson begins with a discussion where the children will either be evaluating others or their own work. Language structures are provided for the children to use to ensure children are being critical and using the correct terminology.</p>	 <p>Pupils' Work</p> <p>DT books are key to capturing pupil work and evidencing the DT cycle used for each topic. Additionally, pupil work is displayed on the DT display areas as a wider public display of products is a critical part in the DT process.</p>
 <p>Addressing Social Disadvantage</p> <p>A key principle of our teaching is about belief that every child can engage with design and technology. The resources used in school are suitable for pupils of all abilities. It also provides children with realistic aspirations in becoming successful in the future and providing children with the skill set to become effective inventors.</p>	 <p>Knowing More and Remembering More</p> <p>Vocabulary is taught progressively through school and new vocabulary is introduced for each topic. Vocabulary from the previous years is revisited to ensure pupils have a clear understanding and can use and apply it. Pupils are able to showcase their DT work once a term and the enjoyment allows pupils to retain and apply their learning.</p>	 <p>Talking to Pupils</p> <p>Talking to pupils is key to the continual refinement and development of the design and technology curriculum. Pupils enjoy their lessons and value the opportunities to display or showcase their work in a public context. Pupil voice is used effectively as it is vital that pupil feedback is used to assess the success of units of work.</p>

All children have at least one opportunity to experience DT in an enterprise context. Most often this involves a market set up in school where children from EYFS, KS1 and KS2 are given the opportunity to display or sell their products made during a DT lesson. Parents are also involved in these events are given the opportunity to celebrate their child's work. We feel It is crucial for all children to have an experience of public marketing and an appreciation for design and technology.



Local Context



Teacher Assessment

Assessment questions provide teachers with an indicator of pupil confidence. DT books evidence progression of skills in all year groups and the DT cycle which is followed for each topic taught.

