



St. Bernadette's Catholic Primary School Design and Technology Curriculum Statement

Intent of the Design and Technology curriculum

At St. Bernadette's, our Design and Technology curriculum will teach children to gain technical knowledge about the product design cycle - to think, design, make, test, evaluate and adapt creatively to solve problems, both as unique individuals and as part of a team.

Our Design and Technology curriculum will:

- develop the technical, creative, nutritional and practical expertise needed to safely perform everyday tasks with confidence, through embedding and building on the skills and knowledge over the primary phase and will prepare our children for the future.
- Children will create a variety of structures, systems and products for a wide range of users.
- All pupils can become successful citizens, using the knowledge they become equipped with to make appropriate, sustainable, safe choices, irrespective of their background or starting points

Implementation of the Design and Technology curriculum

- Design and Technology units of work are taught alternatively with Art and Design through the school year.
- We follow the Kapow Scheme of Work for Design and Technology but make it bespoke for our children, incorporating unique sessions to learn, embed and revisit specific vocabulary, skills and knowledge and introduce additional skills.
- Clear links are made, where appropriate, to other areas of learning.
- To meet all National Curriculum objectives, we focus on the key strands of Cooking and Nutrition and Textiles, as well as exploring and revisiting the other strands of Mechanics and Mechanical Systems, Structures, Electronic Systems and the Digital World through cyclical and progressive units of work.
- Within each unit there are three key threads – Design, Make and Evaluate as well as the Technical and Additional Knowledge that embeds learning.
- Children will be taught specific health and safety skills related to the tasks undertaken.
- Children may be asked to solve problems both independently and as part of a team, learning to support and help one another towards a challenging yet rewarding goal.
- Our Progression of Skills and Knowledge overview shows how these are taught, developed and revisited with increasing complexity within each year group to ensure that end of key stage attainment targets are securely met.
- Each unit has a clear learning journey overview, shared with each child, where they can see the skills and knowledge they are building on as well as future learning.
- Sketchbooks are readily used to document each pupil's designs and evaluations and each child has a portfolio to keep any finished pieces in as evidence of each pupil's DT learning journey.
- Each lesson has clear learning objectives and success criteria which teachers can assess the pupils against, supported by unit quizzes and knowledge catchers.

Impact of the Design and Technology curriculum

- Children will have clear enjoyment and confidence in Design and Technology and demonstrate safe working practices.
- Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or applying their skills to carry out different processes.
- They will understand the functional and aesthetic properties of a range of materials and resources and have an appreciation for key people and events that have impacted our world, as well as how our decisions can impact the wider world in terms of social and environmental issues.
- Children will build and apply a repertoire of skills, knowledge and understanding to produce innovative outcomes including models and products to fulfil the needs of users and scenarios.
- They will understand and apply the principles of healthy eating, diets and recipes.
- Children will meet the end of Key Stage expectations outlined in the National Curriculum for Design and Technology.
- Children should leave our school equipped with a range of design and technological skills and attributes to enable them to succeed in their secondary education and into adulthood.

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Substantive Knowledge

Substantive knowledge is the sequenced, factual knowledge that we learn through our curriculum; our life-long learning and other information that we learn alongside this. Substantive knowledge cannot be learnt in isolation, but requires prior knowledge that enables us to make sense of what we have learnt. We learn this through the sequencing of our lessons. Prior knowledge must be revisited and misconceptions actively diagnosed. In DT it is organised into the four disciplines of designing, making, evaluating and technical knowledge.

Disciplinary Knowledge

Disciplinary knowledge is the way in which we learn. In DT, we learn through researching, designing, making and evaluating products.