Churchend Primary Academy

Curriculum Rationale For Design and Technology

Intent

Design and Technology curriculum at Churchend Primary Academy develops children's knowledge and skills to design and make products in response to real life problems. It encourages pupils to apply and develop their creativity and problem-solving skills and combined with their multidisciplinary knowledge, to think critically about innovative solutions. Pupils explore the 'designed-world' as inspiration and synthesize this understanding with their own ideas. Pupils learn how to take risks and to appreciate that prototypes and their evaluation are a vital part of the process in designing and making functional products.

As a consequence of the curriculum, children are confident to embrace problem-solving challenge and gain resilience from trying different approaches to find out what works best. This positive attitude equips children with lessons for future careers in a society where DT is integral to many other jobs.

Implementation

The National Curriculum is the starting point for all Design and Technology (DT) lessons planning. The DT curriculum is sequenced, carefully, to build knowledge and skills over successive years at Churchend Primary Academy. Lessons build on prior learning and integrate retrieval practice to ensure pupils know and remember more in order to do more. Lesson sequences incorporate an exploration of the 'made-world' as part of the design, make and evaluate cycle, and are supported in the process of capturing and communicating their ideas effectively. The necessary skills to enable pupils to make quality products and be successful are modelled and practised using a wide range of tools and equipment.

Recaps and plenaries are used during lessons to check understanding, aid recall and highlight any misconceptions that need to be addressed. Key vocabulary is taught and used to enable pupils to communicate precisely.

All teachers are enthusiastic about teaching DT and are supported by professional dialogue with relevant training provided when needs are identified. Teaching partners in each cohort, share planning and resources, which are stored centrally to maintain consistency.

Impact

Children enjoy DT and are happy to discuss how and what they have learned from the processes taught. Children can plan, experiment, revise and assemble a final product. All children make steady progress and can demonstrate their ideas through research, drawing and use of prototypes. Children can justify their choices through questioning and show resilience when trialling different techniques. Learning will be memorable and extend their everyday experience.

Through book looks and learning walks, the Academy collects and cascades best practice to ensure consistency across the Academy.