

Sacred Heart Catholic Primary School – Curriculum Intent for Design & Technology

We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.

Faith	Hope	Love
<p>Our curriculum:</p> <ul style="list-style-type: none"> • Engages and enthuses learners • Empowers pupils to confidently articulate their beliefs; • Sets high expectations for all pupils so that no child is left behind; • Encourages pupils to have resilience and faith in themselves. 	<p>Our curriculum:</p> <ul style="list-style-type: none"> • Allows pupils to be challenge themselves and each other; • Encourages pupils to work collaboratively to build on existing skills and knowledge and acquire ones also • Is continually developed through effective CPD and reflective dialogue and practice 	<p>Our curriculum:</p> <ul style="list-style-type: none"> • Promotes Gospel and British Values, loving and celebrating differences • Promotes self-motivation for a life-long love of learning; • Allows opportunities to serve others so pupils develop a sense of citizenship; • Develops physical and mental health
<p>Sacred Heart’s DT curriculum aims for pupils to:</p> <ul style="list-style-type: none"> - develop a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. - plan, critique, evaluate and test their ideas and products and the work of others. - understand nutrition and learn how to use a variety of cooking techniques - be inspired and challenged to be the engineers, designers and technicians of the future - make links between DT and other curriculum areas within and across year groups 		

Design and Technology Implementation

Design and Technology (DT) is a foundation subject and an important part of life and learning at Sacred Heart. The DT curriculum National Curriculum statutory requirements and topics are taught termly on a shared rotation with art. Each DT lesson is allocated one hour a week in the timetable. The foundation subject curriculum overview can be viewed here: <https://www.sacredheart.merton.sch.uk/curriculum/> Where possible, cross-curricular links are made to deepen the learning experience so that pupils ‘learn more, know more, remember more’ (Ofsted, 2019).

The curriculum has been designed to support the wider curriculum with links to geography, history and art. In order to meet the requirements of the National Curriculum, we follow a detailed progression of skills document to support accurate pitching and adaptation of lessons. The progression of skills document covers the expectations from Year 1 through to Year 6 in:

- Developing, planning and communicating ideas
- Working with tools, equipment, materials and components to make quality products (including food products)
- Evaluating processes and products

DT topics are broken down into stages

- 1) Research and planning of pre-existing products.
- 2) Designing a product
- 3) Exploring techniques to aid the production of the product (e.g. measuring, sewing, cutting, sawing and using various kitchen appliances)
- 4) Evaluating a product

The final stage is crucial. Not only does this encourage a sense of pride and accomplishment for their work but it also builds critical learners who are able to assess what they have done and consider how they might improve on future creations.

As pupils move to Key Stage 2, students are given more autonomy and freedom within the various stages of development. They are challenged to ensure that their creations conform to certain criteria that are set rather than being given explicit instructions on how to make their product.

For the pupils, knowledge organisers are used to visually summarise key vocabulary, knowledge and facts appropriate to each topic or unit. These are shared in class and on Google Classroom for at-home access and sharing with parents.

Opportunities to explore DT outside the curriculum include design challenges during Science week and foods from all over the globe are often explored when celebrating class saint days e.g. Hungarian bread in St Elizabeth Class and/or enrichment days such as making tzatziki dip in Y6 for Ancient Greek Day. The curriculum is celebrated in various ways such as in class assemblies where pupils share their learning e.g. showing the design process through photos. Y1 Christmas decorations that were shown were on display in a local church for parishioners to see! Class and corridor displays balance as both working walls and a celebration of learning. Parents are kept informed of the curriculum regularly. At the start of the year, there is a 'Meet the Teacher' presentation which presents the year group's curriculum. Each term, a curriculum newsletter is shared with parents summarising every topic for the upcoming term including ways that parents can help at home.

To ensure that standards in DT are high, the subject lead receives regular release on a rotation with other foundation subject leads. With the support of the deputy headteacher / curriculum leader, the subject lead monitors the effectiveness of planning, lessons and books as well as pupil voice. There are three monitoring cycles a year (Autumn, Spring and Summer) Feedback is shared with class teachers which recommendations and support. Individual / year group support can be implemented in the form of joint planning or team teaching whereas whole school priorities or areas for development are delivered through short TED talks or PDMs. Subject leaders have their curriculum area as an appraisal target, linking with School Development Plan objective 3.

Design and Technology Impact

Impact of our curriculum is measured through qualitative and quantitative data.

Teachers use assessment for learning strategies to evaluate, adjust and maximise the impact on pupil outcomes. Internal attainment and progress is monitored closely by the curriculum and subject leads. These are also used strategically to identify future CPD.

Qualitative data in the form of pupil voice or from pupil, parent and staff surveys are also used to measure impact.

Summer 2022 Surveys:

95% of parents feel that the year group curriculum newsletters are useful.

97% of pupils enjoy Design and Technology