



## D & T Rationale

*'You can't use up creativity. The more you use, the more you have.'*

*Maya Angelou*

At Neston, we are designers. We want our children to love design technology. We encourage our children to have no limit to their creativity and explore with them the possibilities of becoming architects, chefs, engineers, fashion designers or graphic designers. The design technology curriculum has been carefully crafted so that our children develop their skills through the design process. We want our children to enjoy and remember their DT lessons at Neston, to cherish these memories and embrace their opportunities they are presented with.

**This year, the Year 3's have been able to embrace their creativity when making Egyptian style collars out of felt. They have practised different stitches and designed and made their own collars with applique to represent aspects of their personalities. Design and Technology is important and exciting at Neston.**

## Intent

The design technology curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient – like all curriculum areas.

We want to equip them with not only the minimum statutory requirements of the design technology National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

We want our children to understand and appreciate our rural local environment, as well as learning from other cultures, respecting diversity, co-operating with one another and appreciating what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the design technology curriculum.

We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this piques their interests and passions. We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.



## Implementation

Recently, an audit of the design and technology curriculum was conducted. From the findings of this audit, our design and technology curriculum has been carefully crafted to complement the rest of our curriculum by making meaningful links to other topics being taught across the school where possible. We are using Kapow Primary to support our planning and adapting the units to link to other areas of our curriculum. **For example, Year One were able to link their learning about Victorian toys to the mechanics unit. They had to design and make a moving vehicle with wheels and axels. Year 5 also adapted the stuffed toys unit to making stuffed imaginary planets to link to their learning in science.** Kapow has built in progression in terms of knowledge and skills and follows a spiral curriculum design. Each key area is revisited and covered with greater complexity and allows our children to use their knowledge and/or skills from previous years in order to embed their learning.

Through Kapow Primary's Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:

- Mechanisms
- Structures
- Textiles
- Food
- Electrical systems (KS2) and
- Digital world (KS2)

Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

The most notable change from the recent audit is the way in which design and technology will be taught logistically. Instead of a discrete, weekly lesson, design and technology will now be taught for one or two project days every term (depending on the learning area). The rationale behind these project



days is that they will ensure the children see the whole design process from start to finish- from existing products through to their own finished product. We believe that by delivering the curriculum in this way, we improve the potential for our children to retain what they have been taught and thus improve the rates of progress they make. The project days will also allow for cross-curricular links, that we have carefully crafted, to be explored fully within the day. Here at Neston, every class has a DT folder (pink) where evidence of the design process, outcomes and evaluations are collated.

## Impact

We use both formative, including the use of questioning and knowledge organisers, and summative assessment in our D&T lessons. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including providing greater challenge when necessary. The assessment endpoints for each phase have been carefully mapped out and further broken down for each year group. This means that skills in D&T are progressive and build year on year. Children in Foundation Stage are assessed within the EYFS framework.