

Curriculum INTENT: DT

Jesus said "I have come so that you might have life –life in all its fullness." John 10:10

Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love, courage** and **fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of. We nurture a love of learning; celebrate courage to persevere in learning and fellowship through collaboration and recognising each other's strengths and special qualities.



Love: To love ourselves and one another alongside developing a deep-rooted love for learning.



Courage: Perseverance. To ask questions; to take measured risks; to have the courage and confidence to stand up for what you believe is right and to have the voice to say it.



Fellowship: In fellowship with our entire community, we value strengths and uniqueness so that everyone has a strong sense of belonging. We celebrate the progress towards being independent life-long learners so that our children achieve happiness and success.

At Chawton CE Primary School we believe that an engaging Design Technology curriculum will develop children's love of discovery of the world around them. We aim to inspire an appreciation of the design and technological elements of our surroundings. We recognise the importance of nurturing a culture where children take pride in how they plan, complete a build and discuss where improvements can be made. We believe that children need to develop a secure grasp of skills and knowledge in Design Technology; following a clear pathway of progression as they advance through the primary curriculum.

Love 'Let all that you do be done in love.' 1 Corinthians 16:14		Courage 'Be strong and courageous for the Lord your God is with you wherever you go' Joshua 1:9		Fellowship 'If we walk in the light as he is in the light, we have fellowship with one another...' 1 John 1:7	
Creativity	Reflection	Perseverance	Enquiry	Collaboration	Connection
Thinking outside of the box and responding to thinking and learning in different ways.	Thinking about and looking back on learning to decide how it went and where to go next.	The ability to stick at a challenge or a task when you feel like giving up. The desire and determination to self-improve and succeed.	A way of finding out. Asking questions and wanting to find out answers.	Working together to get a job done. Working together, co-operation and communication are essential when collaborating.	Linking the building blocks of knowledge and skills together to create new understanding.

Curriculum IMPLEMENTATION

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. The curriculum includes a broad range of subject knowledge. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The National Curriculum for Science aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

<p style="text-align: center;">Planning</p> <p>Planning is taken from the Programmes of Study in the National Curriculum 2014 for KS1 and 2, and from Development Matters for Early Years. We use HIAS plans for projects where appropriate. The scaffolding processes needed by children with SEN are also planned in to DT activities to ensure the access of the DT for all.</p>	<p style="text-align: center;">Design</p> <p>In the design process, children have opportunities to look at past designs and choose the good design features to use in their own project. They generate, develop, model and communicate their ideas through talking, drawing, templates, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces, mock-ups and, where appropriate, information and communication technology.</p>	<p style="text-align: center;">Make</p> <p>Children select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. They also are able to select from and use a wider range of materials and components, including construction materials, textiles, foods.</p>
<p style="text-align: center;">Evaluate</p> <p>During their time at Chawton CE Primary, children investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work and understand how key events and individuals in design and technology have helped shape the world.</p>	<p style="text-align: center;">Technical Knowledge</p> <p>Children explore and apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They explore and understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. They explore and understand, and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] They also apply their understanding of computing to program, monitor and control their products.</p>	<p style="text-align: center;">Food and Nutrition</p> <p>Children are taught to use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. They have sessions planned to help them understand and apply the principles of a healthy and varied diet. They are able to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, including cooking on a fire. They get to understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

Curriculum IMPACT

As a result we have a community of designers and builders of models. They enjoy discussing and sharing their ideas. Governors, through the Governor Monitoring Plan and Subject Leader Reports, evaluate the work of the Design Technology leader in ensuring that the quality of teaching and learning across the school is at least good. They ensure that pupils are ready for transition to secondary school and are equipped with the skills to flourish and succeed as caring individuals.