



Design Technology Curriculum Implementation at St John's Catholic Primary School, Trowbridge.

Our DT Curriculum, (based on the National Curriculum 2014,) is a broad and balanced scheme of work that follows a 2-year rolling programme. It encompasses the following areas of learning: Food, Materials and Construction, Textiles, Electricals and Electronics*, Mechanics and Computing. (*KS2) Children learn about engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products. Where possible, children are given a real-life context for learning so they can create products with a clear purpose. This is achieved through topics and projects in school, and at home.

The Catholic Social Teaching (Caritas in Action by Diocese of Salford) is embedded in our Design and Technology learning. We value the importance of helping children to learn about people and life outside of our community, (Solidarity and the Common Good) and all being responsible for one another. For example, using our relationship with our link schools to learn more about a different culture and how inventions have helped their way of life, or how readily available their food is. Also having the understanding that every single one of us has the potential to change the future with our inventions and designs. We also look at a diverse range of inventors and designers in our lessons to help us understand how everyone is unique. In our learning we are also aware how we can make more sustainable choices when building, making, designing and living, (Stewardship) and so to find ways to reduce waste.

The school's progression of skills document ensures consistency in planning and assessment across the key stages. The 'Plan, Design, Evaluate' cycle is applied to all Design and Technology sequence of lessons, enabling children to become reflective of the process and outcomes of their learning. These may be achieved in conjunction with other subject areas, where appropriate, to enable full curriculum coverage e.g. Computing and Coding. Teachers use their professional judgment whether Design and Technology is taught weekly or as a block, (e.g. over a whole day.)

Knowledge organisers inform the planning, teaching and assessment of Design and technology. This ensures a clear progression of knowledge, as well as necessary vocabulary and key information at each stage of learning.

In addition, knowledge organisers support teacher assessment. Evidence is gathered from practical tasks, written work and project books. Pupil voice is gained in the evaluation at the end of a project.

The Design and Technology Subject Leader is responsible for monitoring activities through book reviews, planning reviews and lesson visits. This ensures that consistency and progression are evident throughout the school.

Staff work in phases to support one another with planning and ideas. They are able to see the sequence of learning across other year groups by looking at the whole school 2 year-cycle. This ensures that there is a progression of learning and no repetition of content throughout school.

Equality of opportunity is provided by planning suitable learning opportunities for the different needs of individual learners. This is achieved through; open ended tasks and tasks of increasing challenge. Differentiated resources and additional support is made available to support the needs of vulnerable learners.