



Intent- we aim to:

Give children the opportunity to use creativity and imagination to design and make products that involve real and relevant problems

Allow children to learn how to take risks, in order to become resourceful, innovative, enterprising and capable citizens.

Provide children with the opportunities to evaluate past and present design and technology so they can develop a critical understanding of its impact on daily life and the wider world.

Expose children to future employment possibilities and aspirations.

Ensure children understand that DT makes an essential contribution to creativity, culture, wealth and well-being



Implementation- how do we achieve our aims?

Core Concepts

The following core concepts are interwoven into the Kapow

scheme

Design	Make	Evaluate	Technical knowledge

Mechanisms	Structures	Textiles	Cooking and Nutrition (Food)	Electrical systems (KS2)	Digital World (KS2)

Subject Delivery

We fulfil the requirements of the national Kapow scheme of work which is aligned to end of key stage targets. We achieve this through a mixture of teacher input, video links, discussion, modelling, opportunity for practise and practical application time within lessons. In EYFS our youngest children learn through both structures skills-based activities which facilitate their imaginative development and time to explore on their own.

Curriculum Resources

In EYFS our youngest children experience DT by developing the ability to use a range of tools competently, safely and confidently. As children move through school they explore, use and refine artistic effects in order to express their ideas and feelings and to solve problems. In addition, they work collaboratively and explain the processes they have used. We use the Kapow scheme following carefully selected units to ensure gradual progression towards the national curriculum end of key stage attainment targets.

Classroom Resources

Shared resources kept in the staff room.

Assessment and Feedback

We assess by looking at the processes involved within the learning which include the use of equipment and/or materials. We watch to see how children do about a task, looking at the skills they are using. Children take part in the assessment process through self-assessment, peer assessment and discussions, including around how to improve their skills.

Formative assessment is also used to check retention of skills and new terminology. Re caps and retrieval practice is used at the start of the next session and when revisiting techniques within the year and across year groups are also used to check that learning is embedded. Assessment quizzes and knowledge catchers are also available for use at the beginning and/or end of Kapow units.

Cultural Links

Opportunities to talk about designers across cultures and through history are embedded within the Kapow scheme of work. There is room within the scheme to allow for additional opportunities for stand-alone lessons to be taught which are linked to other curriculum subjects. We are aware of the limited diversity within our immediate community and within the history of design as a whole and endeavour to include the teaching about different designers from different groups of society. We have inspirational boards placed around school highlighting lesser-known individuals who are not as well known in their field.

Inclusion

Differentiated guidance is part of each lesson plan to ensure that lessons can be accessed and enjoyed by all pupils. This could include multi-sensory approaches, use of additional adults, buddy systems, adjusting and modifications whilst assessing and maintaining motivation at each stage are all used to overcome possible barriers. Teachers check in with pupils to ensure they have understood instructions at various points and children are given opportunities to share their learning in different ways to their peers if this is needed e.g., verbal instead of written.

The practical application of ideas alongside personal engagement can improve attention span, persistence and commitment. This offers children the chance to experience achievement at a level which may not occur elsewhere in their school life.

Enrichment

We are preparing students for jobs that don't yet exist using technologies that haven't been invented in order to solve problems we don't yet know about. School trips and invitations for people to come into school to talk to children will enable them to see how DT is used within the real world.

Enhancement

DT can bring benefits as children can gain a real sense of achievement from designing and making products and being given the opportunity to make choices at each stage.