'Learning, Growing, Achieving – Together'

Curriculum statement for the teaching and learning of Design and Technology

Intent	At Kingmoor Junior School design and technology provision aims to teach our children to engage in an ever changing world where work and leisure activities are being innovated by technology. 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. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. It is our intention to ensure the progressive development of knowledge and skills throughout school with pupils becoming resourceful, innovative and capable citizens through evaluation of past and present design and technology. We also aim to develop a critical understanding of the impact of an increasingly technological world using the language of design and technology. Pupils will follow the design, make and evaluate process while applying their knowledge of technical understanding to make the correct choices about materials and tools to use. As part of the design and technology curriculum, pupils will also work with food. Children will be taught how to cook and prepare food and to apply the principles of nutrition and healthy eating.		
Underpinned by	**The teaching of skills**	**The application of skills**	**Vocabulary**
	Kingmoor pupils will be taught to design, make and evaluate products fit for purpose.	Kingmoor pupils are given regular opportunities to apply the skills that they have been taught to support their learning in our other curriculum subjects.	Kingmoor pupils will understand and use appropriate topic vocabulary, including that associated with design, e.g. sketches, diagrams, prototypes

Implementation	**Curriculum Approach** Pupils engage with regular lessons of design and technology linked to their termly topic focused on knowledge and skills stated in the National Curriculum. Each unit of work typically works towards an end product to demonstrate the progress made within the unit. Pupils are supported and stretched through the topics which build upon previously learned knowledge and skills. Pupils working at greater depth are able to broaden their knowledge and skills within these units. Skills established in design and technology lessons are used throughout the curriculum to support and enhance the learning.	**External Stimuli** Pupils are taught using relevant links to the world around us and the technologies which the skills within the unit can be applied to. The children have visited local museums, food establishments and had visitors into school to share learning and have hands on experiences. We have a great link with Phunky Foods who have provided training for all staff and also provided children with experiences of healthy cooking and the skills needed to achieve this in a safe environment. We will be looking to involve more people from our local community in D & T in future.	**SMSC** Pupils are encouraged to think creatively and think innovatively which in turn breeds self-confidence and belief in their own abilities. During the planning and designing stage, we encourage pupils to think about their choice of materials and their sustainability and the impact on the environment. There is an emphasis on collaboration and taking responsibility for accepting each other's unique behaviour. We also encourage conversations about self and peer evaluation to improve students learning outcomes. D & T often originates from an idea or artefact and to develop a wider cultural awareness we explore our past heritage as well as investigate and use as our stimulus foods, textiles, pottery and sculptures from different cultures and periods of time.
	Sharing work Pupils design and evaluation work is recorded in a folder which follows them through school. In their design and technology folder they will also have evidence of their end products. Photos and examples of work are printed to create displays to show the process of the work as the unit develops. Design and technology work is shown in assemblies alongside other curricular subjects.	**Local Context** Our school has close links with Tullie House – our local museum – where pupils can study artefacts linked to their topics. We use the area around us to inspire DT projects such as the creation of bird feeders to help support the local environment.	
	Resources Pupils at Kingmoor are incredibly fortunate to benefit from a selection of hardware including a well-resourced cooking cupboard and many items for making in the design and technology cupboard.	**Thoughtful Questioning** Questions woven through the planning for the units of work allow pupils to think deeply and logically about their work at hand. Pupils working towards the learning expectation are supported through careful questioning and peer support.	**Wider Opportunities** Cooking club provided by Phunky Foods

Impact	By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject of computing programme of study.			
	PUPIL VOICE	**EVIDENCE IN KNOWLEDGE**	**EVIDENCE IN SKILLS**	**BREADTH AND DEPTH**
	Talking to pupils throughout the year groups show pupils enjoy the units of work. They take pride in problem solving to ensure their product meets their pre-determined success criteria. When asked, pupils can explain how they made their product and how they solved any problems. Pupils can evaluate their product against their success criteria.	Pupils understand where their knowledge fits into the outside world and why it is important to learn about design technologies. Pupils are able to articulate themselves using acquired vocabulary from the design and technology unit modules.	Pupils are able to apply their skills to solve new problems and explain how and why they solved them. Pupils are confident at explaining their work to people and their work is at an expected or greater standard.	Pupils have developed their ideas beyond the expected example for the end of unit product. Pupils are confident in explaining their thoughts and feelings about their work and are reflective about their working process.