

Curriculum Statement for the Teaching and Learning of Design and Technology



At Barton Church of England Primary School we are committed to providing a curriculum that is designed to engage and inspire our pupils to become creative and independent thinkers, evidencing a love of learning and a thirst for knowledge. We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further.

Intent - the aims of our school in helping our children develop and learn.				
<p>At Barton Primary School, our intent when teaching Design and Technology is to allow our pupils opportunity to exercise their creativity through designing and making. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product: a key skill which they need throughout their life. DT allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children’s interests are captured through theme learning, ensuring that links are made in a cross-curricular way, giving children motivation and meaning for their learning. Children will also learn basic cooking skills.</p>				
Implementation - what we do every day to encourage discussion and whole-hearted engagement of our pupils.				
<p>Curriculum and Skills In DT, we develop the children’s creative, technical and practical expertise in a range of techniques through the study of several units across each year, in line with the National Curriculum. Children are encouraged to apply their knowledge and skills to design and make high quality products. Alongside design, children are taught the principles of nutrition and how to cook. Children are encouraged to analyse and evaluate both their own work and that of others.</p>	<p>Planning and Delivery of Curriculum Based upon the National Curriculum Objectives, we have designed a DT curriculum that draws skills and knowledge links across the subjects within units and topics on a rolling 2 year programme.</p>	<p>Challenge and Support Teachers create a positive and enthusiastic attitude towards DT, supporting children with scaffolded and differentiated tasks and extending their learning through challenging follow-up work. High expectations are set in response to the view that all children can achieve well in DT.</p>	<p>Enrichment Our DT learning is enriched through both visits and visitors who share their expertise, bringing a real life and relevant context to the children’s learning.</p>	<p>Home Learning Projects Each half term, children deliver a presentation to their class on an aspect of their learning that they have pursued independently at home. These projects provide an opportunity for wider research in response to the child’s own interests from across the curriculum.</p>

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Impact - how we know our teaching is making a difference		
Pupil Voice Pupil voice is used to develop the DT curriculum through the questioning of pupils' views and attitudes towards DT.	Governor Voice Regular meetings with subject leaders alongside classroom visits and discussions with school council and other children enable the governors to evaluate the impact of our art provision on learning.	Assessing Developing Skills and Knowledge and Progress The children's attainment and progress within a unit is assessed by means of discussion, planning scrutiny and lesson observations. DT content knowledge and skills are assessed after each unit. Whilst there is no formal standardised test, the children's achievements reflect planned outcomes and attainment is measured against Age Related Expectations set out in the National Curriculum at the end of each school year.