



Bevendean Primary School and Nursery

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A place for everyone to succeed and thrive

At Bevendean Primary School and Nursery, we are committed to providing our children with a curriculum that has a clear intention and impacts positively on developing them as a learner.

Curriculum statement for the teaching and learning of DT

Intent	<p>At Bevendean Primary School and Nursery, we value Design Technology as it provides an opportunity to teach children Maths, English and other subjects in a fun and practical way. It provides a stimulating context for these subjects making them more applicable and therefore easier to understand. It provides children with the opportunity to make decisions for themselves or as a team and to learn how to think critically. We believe that design is embedded within history as a basis to explore how design has helped to shape the world in which we live in today. It also provides children with excellent life skills that they will use throughout their lives such as cooking.</p> <p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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>In Early Years, the development of children's artistic cultural awareness supports their imagination and creativity. Children will have regular opportunities to engage with building, developing and using different materials.</p>			
	Underpinned by..	Producing creative work	Proficient in a range of techniques	Evaluation and Analysis
Children will have opportunities to create and produce different designs and models in DT specific lessons and cross curriculum, which are linked to		Techniques will be a focus across all aspects of the curriculum, with a key focus on children being able to verbalise what the techniques are and how they are used. These techniques	Evaluation and analysis is an important aspect of art and it is important that there are opportunities within every lesson to be reflective.	Developing knowledge in DT is a vital part of the curriculum as it gives our children an opportunity to research developers, both historical and recent from across the World. The DT

	<p>topic. These will include building, designing and evaluating.</p>	<p>will include: developing an awareness of prototypes, developing their own designs, building using different materials and how to apply this to their own work.</p>	<p>At the end of every unit, children will have created a final piece and be given a chance to evaluate and analyse this using appropriate DT/technical vocabulary. Children will also given an opportunity to share work with others and give some peer feedback.</p>	<p>curriculum that we deliver, is based on the topics that are being taught and opportunities for cross-curricular learning are created.</p>
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Implementation	<p>How do we implement this?</p> <p>At Bevendean Primary School and Nursery we use the National Curriculum to develop our DT programme. We follow the programmes of study for each year group to ensure we provide a broad and balanced curriculum with a balance of learning.</p> <p>At the beginning of each lesson, prior learning is reviewed, to link with new learning, and topic specific vocabulary is discussed. This is followed by well-planned DT teaching embedded with meaningful, memorable and practical learning experiences to provide opportunities for pupils to develop and build on their knowledge of DT while increasing their creativity and design skills.</p> <p>Our bespoke children are supported to access the lessons in a variety of ways: adult support, scaffolded activities, more visual tasks, etc. To enable our children to achieve their year group's curriculum, we ensure there are a range of activities that they are exposed to, and when writing is part of the lesson, support is in place to ensure it is not a barrier to recording their learning.</p> <p>In Early Years, weekly lessons are planned to teach skills or knowledge that prepare our children to access the DT curriculum. They are provided with opportunities of hands on learning, at an age-appropriate level, which aims to engage and interest them, encouraging them to ask questions. All of these activities are linked to 'Expressive Art and Design' aspect of the EYFS curriculum and ensuring the children are exposed to learning about how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will have opportunities to share their creations, beginning to explain the process they have used and make props and materials when role playing characters in narratives and stories.</p>		
	Supported by...	<p>Design KS1</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Children generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS2</p> <p>Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Children generate, develop, model and</p>	<p>Make KS1</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Children select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>KS2</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Children select from and</p>

	<p>communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>stiffen and reinforce more complex structures. They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. They apply their understanding of computing to program, monitor and control their products.</p>
	<p>Cross Curricular</p> <p>Children have lots of opportunity to apply skills that they have been taught in other curriculum areas, e.g. measuring and angle work in maths, problem solving skills, computing skills, drawing skills in art and forces and motion in science.</p>	<p>Thoughtful Questioning</p> <p>In our DT lessons, questioning is used for a variety of reasons: to identify misconceptions from learning, to deepen understanding, to give opportunities for discussion/debate and to assess the children's learning and prior knowledge. The questions we ask are carefully thought through to ensure all children are able to access them and move the learning forward.</p>	<p>Developing Vocabulary</p> <p>Vocabulary is given high priority in our DT lessons to ensure our children have the necessary language to access a topic as well as developing their vocabulary bank. For each unit of DT, key vocabulary is identified, introduced and recapped across the series of lessons. The vocabulary learnt is then linked to specific skills/aspects of the lesson to give them meaning and purpose.</p>
<p>Health and Safety</p> <p>Children will develop responsibility and autonomy, following important safety procedures when making new products. Children will learn about healthy eating through design and the important life skills of cooking. Through this children will learn about personal hygiene and how to work safely with food.</p> <p>It is important to take into account children's safety during DT lessons as we aim to provide the children with opportunities to use different tools safely. The class teacher is responsible for the safety of children. When using the cooking equipment children must always follow the correct procedures for food hygiene and safety. Children need to be made aware of these procedures before the lesson begins. All staff working with the children need to be made aware of the safety procedures for each lesson. When using cutting equipment children need to be closely monitored by adults.</p>			

Measured by....	<p>How do we measure this?</p> <p>By the end of each key stage, pupils are expected to know, apply, understand the matters, skills and processes specified in the relevant programme of study. We want children to be able to:</p> <ul style="list-style-type: none"> • Know, remember and understand the knowledge and skills they have been taught through the DT curriculum lessons. • Retain prior-learning and make connections between this and their current learning. • Develop and use a richer vocabulary which will enable them to articulate their understanding of taught concepts • Apply a variety of skills and show confidence and a love of learning for all things science. 			
	Impact	Pupil Voice	Evidence in Knowledge	Evidence in Skills
	Through discussion and feedback, children talk enthusiastically about their DT lessons. Children will be able to articulate well about the benefits of learning about artists and being creative.	Pupils know how and why it is important to learn and develop creative skills. Pupils know how DT has shaped and contributed to history.	Pupils use acquired vocabulary and skills in lesson. They can demonstrate their design skills in lessons and through work produced.	Teachers plan a range of opportunities to use DT skills and knowledge through creative and inspiring lessons. Every child is given the support/challenge they need to achieve their individual best.