

## INTENT

### **School Vision:**

At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing a caring environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.

### **Subject Curriculum Vision:**

In Design & Technology, and supported throughout all subjects, we aim to provide inspiring and practical D&T education, equipping children with the skills to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We want them to acquire a broad range of subject knowledge and draw on disciplines such as Maths, Science, Engineering, Computing and Art. The children will learn how to take risks, become resourceful, innovative, enterprising and capable citizens. We aim to educate our children to critically evaluate past and present design and technology and understand the essential contribution that high-quality design and technology has on culture, wealth and the well-being of the nation.

### **Our Curriculum for our Context:**

Totley All Saints is situated in a semi-rural setting on the edge of the city of Sheffield and close to the Peak District. Our school is a smaller than average school with 212 pupils on roll aged 4-11 yrs. The ratio of girls to boys is higher than the national average & the proportion of pupils eligible for free school meals is much lower than average. A lower than average number of pupils come from minority ethnic backgrounds & the school is predominantly White British. The school now has a near to average number of children categorised as SEN with Support as well as children with a Statement of SEN or EHCP. Pupils typically enter FS2 either below or at least in line with national in Reading, Writing & Maths.

Our Curriculum reflects the ethos & aims of the school as well as the context from which our children derive. This means that our curriculum provides the necessary building blocks to develop the necessary knowledge & skills, whilst also promoting British Values, healthy lifestyles & mental wellbeing, plus excellent behaviour & attitudes. It is underpinned with a large emphasis on SMSC development, a strong practical outworking for others in line with our Christian ethos, whilst also building character & readiness for the next stages of education & the learning journey beyond.

## IMPLEMENTATION

### **Aims of the National Curriculum:**

The overarching aim for Design and Technology in the national curriculum is to promote high standards of purposeful and functional design work by encouraging pupil's creativity and imagination. The national curriculum for Design and Technology aims to ensure that all pupils:

- 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
- 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.

Learning Experience	Resources	Links with other Subject Areas
<b>What is the breadth of experience provided for our children?</b>	<b>What resources are used to support the teaching &amp; learning of this subject?</b>	<b>What links are made between this &amp; other subject areas?</b>
<ul style="list-style-type: none"> <li>• Quality First teaching: variety of teaching styles &amp; varied stimulus</li> <li>• Quality Resources: A range of construction materials, mechanisms, cooking, textiles &amp; tools</li> <li>• Visits: Art galleries/exhibition spaces</li> <li>• Visitors: Artists and Designers</li> <li>• Experiences: Art Club, Art competitions, whole school projects, opportunities to exhibit artwork, links to other curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbooks and varieties of paper and card</li> <li>• Materials for construction (loose parts, Lego, blocks, glue and spreaders, hack saw, hammer, pins)</li> <li>• Materials for cooking and nutrition (scales, mixing bowls, baking trays, sieves, measuring, chopping boards, knives, scissors, graters, whisks, tin opener)</li> <li>• Materials for mechanisms (wheels, dowels, axels and supports, rubber bands)</li> <li>• Craft materials such as felt, fabric, tape measures, needles and thread</li> <li>• Clay and clay modelling tools</li> <li>• Non-fiction books about designers, engineers and scientists</li> <li>• Online resources.</li> </ul>	<p>Links are made with other subject areas wherever possible &amp; Design and Technology skills are often taught with themes in mind.</p>

### Planning & Sequencing of Knowledge & Skills

How is the subject planned & sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.

See Appendices.

## IMPACT

Assessment	Monitoring & Evaluation	Long Term Memory
<b>How is this subject assessed?</b>	<b>How do we know we have been successful?</b>	<b>How does this subject impact on long term memory?</b>
<ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Marking</li> <li>• Discussion</li> <li>• Peer &amp; self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Work scrutiny</li> <li>• Discussions</li> <li>• Timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Success Criteria</li> <li>• Feedback / reflection from marking</li> <li>• Curriculum Mats</li> <li>• Links &amp; connections with other subject areas plus old &amp; new knowledge</li> <li>• Discussion</li> </ul>

<b>Readiness for Next Stage of Education</b>	<b>Promotion of Social Mobility</b>	<b>Promotion of British Values &amp; SMSC</b>
<b>How does this subject prepare our children for the next stage of their educational journey at secondary school &amp; beyond?</b>	<b>How does this subject promote social mobility?</b>	<b>How does this subject promote British Values &amp; SMSC?</b>
<p>We endeavour to ensure that the sequence of content enables our children to progress whilst they are with us but also to provide the building blocks necessary to build on at secondary school &amp; their learning journey beyond. Underlying all of this is our emphasis on Learning Culture which provides the underlying principles of attitude, resilience &amp; character.</p>	<p>Our aim is that no child is disadvantaged by their background situation &amp; that, as a school, we provide everything that a child needs so that there is no cumulative dysfluency or cultural gaps in learning. As a result, we ensure that children have a broad range of curriculum experiences, free access to a wide variety of books, multiple opportunities to speak as well as listen, plus our curriculum is designed in order to boost general as well as subject specific vocabulary.</p>	<p>Through our rich &amp; varied curriculum, we ensure that our children are well equipped for life in modern Britain &amp;, through subject linkage have an excellent understanding of Democracy, the Rule of Law, Responsibility &amp; Liberty, Mutual Respect plus Tolerance of those of different faiths and beliefs. Our Curriculum is driven by SMSC Development &amp;, as a result, pupils thrive – enjoying their lives, learning &amp; want to make a difference for others.</p>

## Appendices

### Planning & Sequencing of Knowledge & Skills

**How is the subject planned & sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.**