



## Trevisker Primary School Curriculum Overview for DT

Subject Lead: Mrs Laura Turner

### **Rationale**

At Trevisker we deliver an inspiring, rigorous and practical Design and Technology curriculum. Through creativity and imagination, pupils design and create items that solve problems in the real world. Design and Technology enables children to draw on their maths, science, engineering, computing and art skills. It supports a wider progressive curriculum allowing the drawing and modelling of ideas. Children will be encouraged to select appropriate tools and techniques for making products and following safe procedures. Risk-taking is an integral to DT and once learnt, children become resourceful, innovative and enterprising. Through evaluation of real past and present Design and Technology, pupils become critical thinkers and see the purpose of design for the real world. We believe this world needs adults with these skills and traits: to design and think up engineering feats such as new, carbon free energy sources or synthetic fuel, fit for air travel. Without a creative, imaginative education, we would not produce creative, innovative adults to become ground breaking engineers, architects, technicians, inventors and designers. Throughout this curriculum children will be encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures.

### **Planning**

Across the school, we use the National Curriculum as a basis for planning Design Technology and through Twinkl 'Plan it'. DT is planned and taught by class teachers, as well as specialist support staff. Knowledge and skills are progressive, with teachers referring to the 'DT Progression of Skills' document to inform planning. Staff input their long term plans for DT into the whole school 'DT Yearly Planning Overview' document, to ensure all staff are aware of the knowledge and skills children are being taught in each class. This enables teachers to compare and contrast the work that has previously been a focus. We aim to, wherever possible to link our activities

to other subject areas which encourages our pupils to notice connections and patterns in their learning.

## **Delivery**

We strive to keep up to date with recommended resources and schemes to support effective teaching and learning. Lessons are structured following a thorough pedagogy of 'Plan it' Cross curricular and topic themed links are made wherever possible. Learning intentions and success criteria are made explicit throughout the lessons and the children are encouraged to self-reflect on their learning journeys. All new and key musical vocabulary is taught and modelled by teachers. Children are involved in peer assessment, as well as self-assessment, where pupils discuss what they love about each other's work and what they feel could be improved upon and why/how. This may be a subjective opinion (as DT can never be 'wrong'), or a next step in the use of a tool or technique. Key vocabulary is introduced, displayed and revisited and children are given the opportunity to use this during each lesson.

## **Assessment**

At Trevisker, we use ongoing formative assessment in Design Technology to inform our planning, teaching and learning. Within each lesson, children are encouraged to make judgements on how they can improve their work according to the lesson objective and success criteria as well as give critical feedback to peers. Teachers make formative judgements and give oral or written feedback as necessary to inform future progress. In DT, children reflect upon their own work and use of technique, as well as those of their peers, to evaluate their strengths as well as areas to work on (next steps). The Otrack assessment system is used to input, monitor and track progress and attainment across the school. Evidence of this can be seen in photos capturing key elements, film and audio recordings of performances, snapshots of notation development and written evidence in floor books.

## **Monitoring and evaluation**

Subject leadership time is provided for co-ordinators to monitor planning, attend training, meet with colleagues and offer support. The school leadership team supports in this and any outcomes inform the action plan and school improvement plan and any future priorities. Linked governor visits include monitoring time which may include learning walks, book looks and pupil conferencing.

## **Connectivity – how it links to other subjects**

At Trevisker we have a topic based, cross-curricular approach to learning. Whilst each subject is recognized wherever possible and appropriate connections and links are made between other subjects areas to promote engagement and make learning as meaningful as possible for our children. DT also has strong links with Art and Design. Both subject areas call for the children to use their own creativity to design a piece, as well as applying knowledge and skills learnt across the two subject areas. We use DT for celebrations held in school for example, at the desk in the front of school to show our visitors what we have been doing.

## **Visits, visitors and extra-curricular activities**

Experiential learning is at the heart of everything we do at Trevisker. As we move forward after the impact of Covid, we are starting to resume our trips and visitors into school to enhance our curriculum. Furthermore, an extra-curricular Art Club will take place weekly.

## **EYFS**

Design Technology is an integral part of learning and development in EYFS, allowing the children to express themselves and their experiences through their own creativity. Specific skills are taught discretely; which children can then apply independently with a range of media & materials accessed through the continuous provision. Children's Design and Technology projects with best efforts of child initiated DT displayed on the gallery wall in the classroom. The process of creating is celebrated just as much as the final product, with both finished pieces and careful experimentation with skills, texture and form and the collaboration with others.

## **Use of ICT**

To enhance teaching and learning iPads are available to research DT projects. Children also have access to cameras to incorporate photography into their pieces or to take a photograph to aid their evaluations.

## **Staff Professional Development (CPD)**

CPD in DT is ongoing and is supported by the Design Technology Lead and Hub staff. Staff questionnaire where staff identify any Plan it' offer regular and up to date training for both teaching and support staff. New guidance, resources and ideas.

## **Budget**

The DT budget is managed by the SLT along with the subject lead and the Local Advisory Board. Spending is focused on enabling successful delivery of the subject and fulfilling the subject action plan.

## **Governance**

At Trevisker, each LAB member is linked to a curricular area and meets with the subject lead to review action plans and agree focus points for discussion and for learning walks. The subject lead will compile a presentation to update the link LAB member/governor on how Music is developing across the school.

## **DT in Action!**