



Intent

'Design like an Engineer'

The Design and Technology curriculum at St Aloysius' offers a broad and engaging curriculum with God at the centre, reflecting on prior knowledge and putting learning in the context of extending their own knowledge and growing closer to God.

Key knowledge and skills objectives are structured from Early Years to Year 6 with a focus on building upon prior skills and knowledge and developing our pupils to 'design like an engineer'.

DT topics are introduced to pupils through research into existing products. Prior knowledge of the topic is elicited and prior skills built upon through the application of skills in new contexts.

Implementation

Staff have worked collaboratively to review the Creative Catholic Curriculum and ensure progression of knowledge and skills and coverage of National Curriculum objectives. This is mapped out in the whole school integrated units and in whole school overviews referring to the National Curriculum objectives.

The Design and Technology subject leader has created knowledge and skills progression maps for the subject area. These are central to the planning process and form the basis of Design and Technology topic overviews. These documents outline the topic and skills, which are shared with parents at the start of each term.

Teachers consult the progression map for DT to establish prior experience with a specific strand. This is used to create a learning journey. At the end of the unit, the finished product demonstrates the skills they have learned. Teachers consider the level of support needed to meet the criteria when making judgements.

Teachers plan creative and engaging lessons which focus on skills in the Design and Technology National Curriculum mapped in the progression document for their year group. Key vocabulary is discussed as needed.

Where possible, teachers plan for visits and visitors to enhance the Design and Technology curriculum provision and to provide real-life experiences for pupils. Learning is done in all strands of Design and Technology: Cooking and Nutrition, Mechanisms, Textiles, Structures, and Electrical Structures. Where possible, learning in Design and Technology is connected to real life.

Impact

At the end of each Design and Technology topic, children will have created a functional, appealing product. Teachers use the co-created design criteria from the beginning of the unit to assess the product. They make a judgement of 'working towards', 'expected' or 'greater depth' for the knowledge and skills demonstrated across the unit and in the final product.

The Design and Technology subject leader and senior leaders look at topic overviews and knowledge organisers and the yearly skills progression maps to ensure coverage of skills and knowledge.