

Curriculum Principles in Design and Technology

| We know that our children need: | | | |
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| To develop their understanding of the wider world. | To raise aspiration for all. | To develop their vocabulary | |
| We know this because: | | | |
| Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum. | Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be. | We understand that on entry a spoken language for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary. | |
| These are important to ensure our children: | | | |
| Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society. Are SUCCESS ful, well rounded, responsible young people who make a positive contribution to their community and beyond. | Continually strive to learn more, know more and be the best version of themselves. Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond. Work together so that all can achieve their potential with the knowledge that SUCCESS is in our hands. | Are confident, articulate and successful communicators. Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency. Can achieve SUCCESS throughout the curriculum and the wider world by constantly developing speech and language. Have a love and a passion for reading. | |
| Therefore, our curriculum is based on the following principles: | | | |
| Memory (inc. knowledge) Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our | Opportunities We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies. | Vocabulary (inc. Reading) Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects. | Equality and Equity Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally. |

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| children will be ready for the challenges and opportunities of the future. | | | |
| In DT this is evidenced through: | | | |
| <p>KKPDs mapped out learning from F1 to Yr 6 – more ambitious than National Curriculum.</p> <p>A DT curriculum that begins in F1 and builds on year on year.</p> <p>In EYFS, children begin developing their fine motor skills through activities such as threading and cutting whilst also learning about food hygiene. In KS1, children use their fine motor skills and apply this to developing technical skills such as sewing. When the children reach lower KS2, children use skills learnt previously such as making levers to create a moving water cycle but there will be more emphasis on evaluating their product and then improving it such as choosing different materials to enhance the strength of the product. Finally, by UKS2, the children have a wealth of skills and knowledge to apply to projects that deepen their understanding such as following a recipe to make bread where they can then evaluate and consider how to make it healthier.</p> | <p>Curriculum links to other subjects: music and forest school – EYFS will create wind chimes using natural resources they have collected from forest school which they can then decorate forest school with upon completion as their authentic outcome. This will then open opportunities for discussion about the sounds they hear e.g., the pitch and tempo. Geography - in KS1, the children will use DT to enhance the geography knowledge by cooking a hot and a cold dish with ingredients that can be grown in their local area. In LKS2, the children will create an erupting volcano to support their geography knowledge of natural disasters. In UKS2, children will enhance their geography knowledge by making an ocean biome.</p> <p>The opportunity to use a range of tools such as plastic needle and thread, scissors,</p> <p>Cultural capital opportunities – Year 3 made Egyptian jewellery out of clay as a link to their enquiry.</p> | <p>A vocab rich environment.</p> <p>Subject specific vocabulary used in lessons.</p> <p>Subject specific vocabulary displayed within the lesson for children to refer to, written in blue.</p> <p>Using the written language during curriculum lessons to embed knowledge within the enquiry books.</p> <p>Curriculum links to other subjects – history and ancient Britain – children learn phrases from enquiry in Spanish – Roman Britain, Habitats, WWII, Olympics, traditional tales.</p> | <p>Quality first teaching of DT allows all children to access the learning.</p> <p>Learning is scaffolded up, so all children aspire to know and learn more.</p> <p>Children learn skills that are progressive.</p> <p>Lessons allow children to take measured risks and be creative.</p> <p>Support provided in lessons for children when required to allow all children to make progress.</p> |