Abbey Academies Trust

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Every Child Matters

DT Curriculum Statement

Amended

April 2019	May 2021	
July 2019	September 2022	
September 2019	September 2023	

Every Child Matters within a loving and caring Christian environment
Striving for Excellence, Caring for All

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child): Article 29: Every child has the right to be the best they can.

Why we believe DT is important

"Design can help to improve our lives in the present. Design thinking can help us chart a path into the future." – Tim Brown

Through our inspiring, rigorous and practical DT curriculum, we endeavour to create Agents of Change, full of courageous advocacy. We inspire children to question the status quo and be brave in seeking solutions to real and relevant problems in a variety of contexts, including some of the issues highlighted in the Global Goals initiative. Through purposeful projects, our children are given opportunities to develop the skills needed to creatively design, make and evaluate products that meet specific design briefs. We ensure children are given opportunities to develop this knowledge and understanding, and these skills and abilities in both cross curricular scenarios and discrete subject lessons.

Intent: We aim for our pupils to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Master practical skills across 6 areas needed to make high quality products (see Appendix 1)
- 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 to cook
- Find solutions to a variety of problems throughout the designing, making and evaluating process
- Develop a knowledge and understanding of the historical developments of products we use in every day life

Implementation: How do we do this?

- Plan a progressive curriculum, allowing children to learn and build on skills mastered in previous years
- Children work through carefully planned units of study, which link to the Design and Technology Big Ideas: Master practical skills, design, make, evaluate and improve, take inspiration.
- Key milestones map out the progression from Years 1-6, linked to the Big Ideas.
- Teachers planning is supported through the Projects on a Page documents from the Design and Technology Association.
- Ensure challenges are relevant to children's every day experiences (for example, home and school, gardens and playgrounds, local community, industry, leisure, culture and enterprise).
- Ensure children are able to access the 4 stages of the design and making progress and equal weight is given to each stage
- Allow children the opportunities to work with a wide range of materials and tools in a safe and controlled manner.
- Specialist tools are provided as required for children with additional needs

Impact

- Pupils understand and know the importance of a healthy lifestyle.
- Pupils can prepare ingredients using a variety of safe techniques and equipment.
- Pupils show a positive attitude to DT and their learning.
- Pupils can evaluate the effectiveness of existing products to inform the design of innovative, functional, appealing products that are fit for purpose.
- Pupils can confidently communicate their ideas in a variety of formats.
- Pupils can select and use a wide range of tools, materials and components to perform practical tasks accurately and safely.
- Pupils can produce high quality products and evaluate their ideas and products against their own criteria, considering the views of others to improve their work.
- Pupils understand and can use mechanical systems, electrical systems and computing systems to program, monitor and control their products.
- Pupils are inspired to question and consider alternatives to existing products, identifying more efficient/ environmentally friendly alternatives

This is monitored through:

- Planning monitoring
- Evidencing and display of completed projects and products
- Lesson drop-ins by the DT team
- Pupil interviews
- Curriculum overview
- Curriculum maps