Henry Whipple Primary School

HENRY
PRIMARY SCHOOL
Believe Belong Achieve
WHIPPLE

D&T

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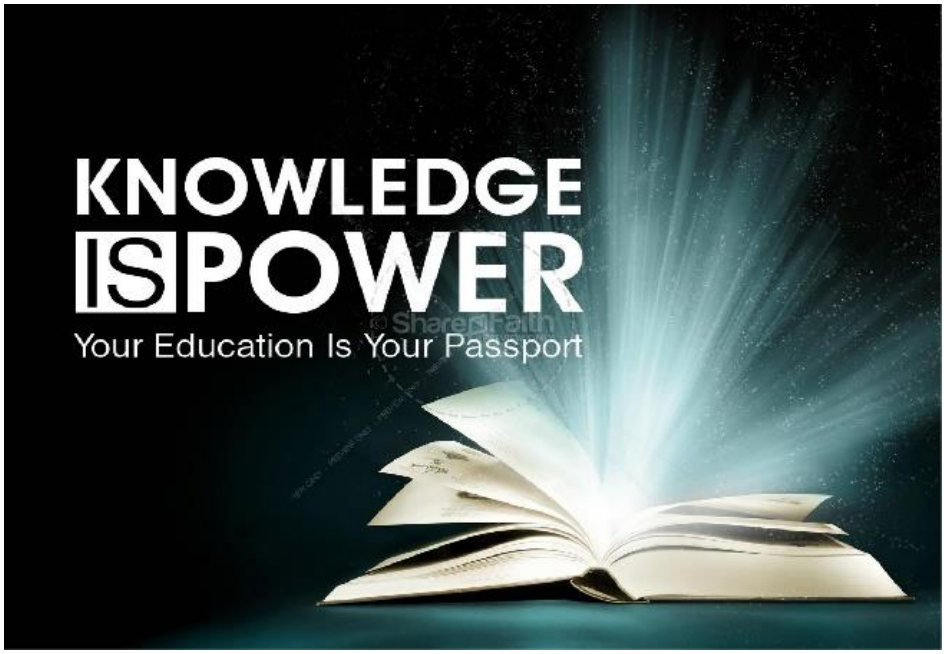


1 Intent / Implementation / Impact Subject area statement

INTENT: (vision)

At Henry Whipple we…

Provide children with the skills and knowledge to design, make and evaluate a range of products to solve real and relevant problems in a variety of contexts that meet the needs and values of themselves and others.

Provide children with the learning opportunities to enable them to develop creative, technical and practical skills to perform everyday tasks in food and nutrition safely and be technologically proficient.

Aims:

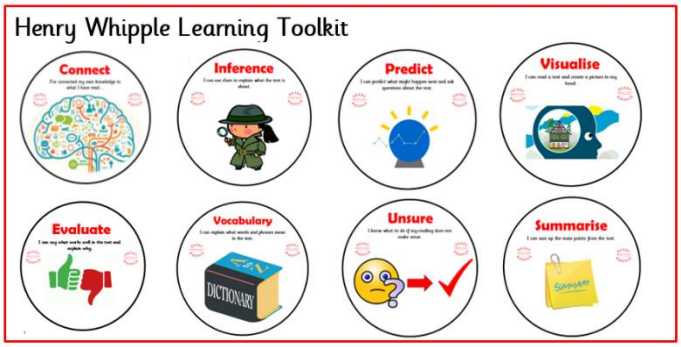
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products 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.

IMPLEMENTATION: (how)

Our curriculum vision is translated into practice by…

- Teachers being provided with clear long-term plans and coverage documents which inform good quality DT teaching across the school from EYFS to Year 6.
- Curriculum maps for DT for the year being made are available in children's books as a reference for the skills and knowledge they will acquire.
- The use of practical progression skills for DT to ensure structured learning and opportunity, time for exploration and to practise and learn technical skills.
- Providing the DT curriculum maps as a fixed classroom resource which are regularly referred to as a self-assessment tool to track learning and deepen knowledge of objectives. Displays will highlight children's learning and future learning.

- *Providing pupils with an a range of opportunities each year to develop and perform the practical skills and knowledge of safety with reference to food and nutrition.*
- *Modelling new and relevant vocabulary which will be used within teaching for each progression skill, so that vocabulary will be built upon meaningfully and retained in long-term memory.*
- *Providing opportunities for children to make the connections in learning from Sciences, Maths and Computing and being able to apply these to the processes in DT.(STEM)*
- *Developing the use of Technology within KS2 to enable the children to be part of the iterative design process.*
- *Displaying work of a high standard around school to show progression within year groups.*
- *Promoting high aspirations through partnership links with organizations such as DATA (Design and Technology Association), local universities and companies and other NST schools to give children rich learning opportunities linked to DT.*
- *Involving the wider community with learning through targeted Learning Together events, sharing expectations and curriculum coverage with all parents/carers, including themed days across the school year.*
- *Building long-lasting memory of core concepts and knowledge through use of our Learning Toolkit as an approach to teaching and learning for all pupils. (see below)*



IMPACT

We know our curriculum works for our pupils through…

- *Pupil voice, showing evidence of the positive impact that structured DT lessons have on the progression of skills being taught.*
- *Parent voice showing the increased response, awareness and support of our structured DT opportunities and delivery of teaching.*
- *Evidence of pupils applying taught knowledge and vocabulary within core subject teaching; independently making connections and links across learning.*
- *Increased attendance and support for our Learning Together events which identifies parent agreement with our curriculum vision and knowledge-based outlook.*

Curriculum on a page overview

2

DESIGN AND TECHNOLOGY TEACHING AT HENRY WHIPPLE

Our overarching philosophy that underpins the teaching of all curriculum areas at Henry Whipple is: 'Knowledge is Power' Our aim in Design and Technology is for our children to think like Designers and receive a knowledge rich education which inspires their curiosity and fascination about mechanisms, structures, textiles and foods, and continuously develop analytical minds.

Big Ideas

At Henry Whipple, we focus on the use of practical progression skills for DT to ensure structured learning and opportunity, time for exploration and to practice and learn technical skills. Children are given a range of opportunities each year to develop and perform the practical skills and knowledge in a day each term divided in Blocks.

These are:

Analyse

Design

Make

Evaluate

Content and Sequencing

Our DT curriculum fully embraces all aspects of the National Curriculum and is an integral part of our school STEM vision.

The learning journey starts in EYFS by areas established within the setting to promote the use of DT skills and also the development of vocabulary relevant to DT as the children move through to year 6. Throughout, children explore the concepts of mechanisms, food, structures and textiles, each building and developing knowledge from the previous learning developed in prior year groups.

EYFS - Children think like Designers from EYFS, exploring different skills creating through continuous provision.

Y1 – Hand puppets / Wheels and axels / Preparing fruit and Vegetables

Y2 – Levers and Sliders / Preparing fruit and Vegetables / Freestanding structures.

Y3 – Shell structures using CAD / Healthy and varied diets / 2D to 3D design

Y4 – Pneumatics / Healthy and varied diet / Circuits and switches

Y5 – Celebrating culture and seasonality / Using CAD in textile design / Monitoring and control

Y6 – Frame structures / Celebrating culture and seasonality / Cams

Cross- Curricular Links

Connections in DT are made wherever relevant to other areas of the curriculum in order to build schema. Natural connections are made with science, maths and engineering (STEM) amongst other subjects. Children read a range of texts and produce written reports to represent their ideas which enhances their learning,

Vocabulary

Precise vocabulary that builds pupils' understanding is carefully selected so that they can access learning content that is subject specific and relevant to the area of Geography they are studying.

Vocabulary is modelled and applied within meaningful contexts so that pupils retain and use it in their learning and spoken language. Children apply the technical vocabulary learnt when discussing and writing about the given subject.

Knowledge Retrieval

Pupils revisit key concepts and important lesson content through regular quizzing so that learning is embedded within long-term memory.

Prior learning is briefly revisited before each new unit of work and before each of the four learning blocks. Low stakes quizzing is used to review and retain knowledge and assess and address gaps in learning or misconceptions.

Enrichment

Learning away and other enrichment opportunities provide life long memories and a learning hook for all children so that a context is provided to pupils for their learning.

Learning away to places such as Magna incorporate the STEM aspect of DT in addition to widening participation days offered by Nottingham University.

Children are involved in a variety of STEM days or festivals, where once again DT is a key element.