

INTENT

Our broad and balanced D and T curriculum has been developed in line with the National Curriculum and promotes our REAL wheel values, learning superpowers and the UNCRC to develop skills and knowledge.

At Hursthead we aim to provide a high quality design and technology education curriculum that inspires, engages and challenges children. We endeavour to allow children the opportunity to exercise and demonstrate their creativity and imagination. Our curriculum allows children to be problem solvers and we welcome the opportunity to celebrate diverse ideas that we are able to explore together without fear of failure.

Our D&T curriculum will enable pupils to:

- Lead market research to look at existing products and recognise a 'problem'
- Become innovative designers
- Make mistakes and learn from them
- Become reflective learners through evaluating products of their own and others using technical vocabulary

IMPLEMENTATION

The teaching implementation of Design and Technology at Hursthead is based on the National Curriculum and has been updated to develop progression of key skills. Our progression of skills document shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

Where possible, the teaching of D&T is linked to our creative curriculum topics, which are updated termly to deliver a balanced, well-structured approach that ensures relevance and context. Each year group will complete three D&T projects over the academic year, one project per term with one project being a food tech focus. Where necessary and if appropriate, projects are planned to be completed in a block. All D&T topics follow the same planning sequence. Each topic begins with investigating, before moving on to planning, creating and evaluating.

In order to showcase the progression of skills from year 3 to year 6, pupils are given one project book that is used throughout Key Stage 2. Here pupils are taught to record their investigations, plan their own designs and evaluate their products. Key vocabulary is developed in class discussion and word banks are provided in the project books to support learners in this skill. Children are also supported and taught how to work safely using a variety of equipment. The children's work is celebrated in school through displays and exhibitions.



IMPACT

By the end of year 6, all pupils will have learnt, improved and embedded a range of skills, which has enabled them to become critical thinkers and problem solvers. Children will be able to analyse products in the world around them and how they can be made better and more effective, as well as being able to use a range of tools with growing confidence and awareness of personal safety. Maintaining the same project books throughout Key Stage 2 provides clear evidence of the children's skills and design ideas developing as they move through each year group. In summary, we aim for our pupils to be confident to explore, experiment and take calculated risks in D&T, placing equal value on the process and not just the finished product. Most importantly, we want the children to have enjoyed this creative outlet.

