

D & T






AT

KINGSWOOD PRIMARY ACADEMY



engineer tools
shape cut
saw design
evaluate sketch

KINGSWOOD PRIMARY ACADEMY CURRICULUM INTENT

VALUES	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>RESPECT Our Environment & Community</p> </div> <div style="text-align: center;">  <p>RESPECT Each Other</p> </div> <div style="text-align: center;">  <p>RESPECT Yourself</p> </div> </div>
INTENT	<p>At Kingswood Primary Academy, we aim to provide all pupils with a stimulating and inclusive educational environment in which everyone feels safe, respected and supported to grow and develop to their full potential.</p> <p>Our purposeful curriculum is therefore designed to give children the entitlement to:</p> <ul style="list-style-type: none"> • Knowledge - develop a rich and deep subject knowledge • Skills - secure basic skills in reading, writing and maths • Nurture – be supported to grow and develop new skills and independence through a variety of contexts and enrichment experiences • Curiosity -be curious learners who fully engage in learning, enjoying challenges and develop a lifelong thirst for knowledge • Ambition – become independent, responsible citizens who fulfil their potential and are prepared for life in modern Britain • Diversity - gain an understanding of fundamental British Values and use these to inform their own moral code <div style="text-align: center;">  </div>
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork <div style="text-align: center;">  </div>

OVERVIEW

INTENT

At Kingswood Primary Academy, we use Kapow Primary's Design and Technology scheme of work, which aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

The Design and Technology scheme of work enables pupils to meet the end of key stage attainment targets in the national curriculum and the aims also align with those in the national curriculum. It also supports the journey, inspiring children and young people to create, experience, and participate in great arts and culture.

IMPLEMENTATION

The Design and Technology national curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition* has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under five subheadings or strands:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition*

Kapow Primary's Design and technology scheme has a clear progression of skills and knowledge within these five strands across each year group.

Pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:

- Mechanisms
- Structures
- Textiles

- Cooking and nutrition (Food)
- Electrical systems (KS2) *and*
- Digital world (KS2)

Each of the key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The Kapow Primary scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

IMPACT

Impact is constantly monitored through both formative and summative assessment opportunities. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit.

Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

The expected impact of following the Kapow Primary Design and technology scheme of work is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.
- Meet the end of key stage expectations outlined in the National curriculum for Computing.

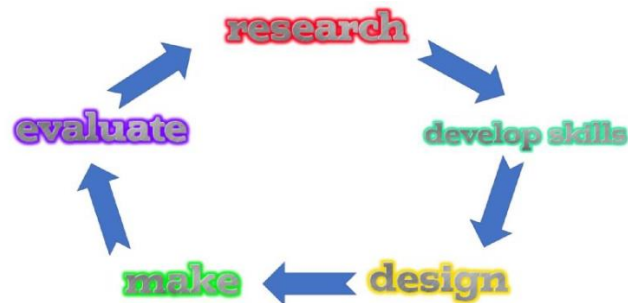
CURRICULUM DESIGN

Design and Technology education involves two important elements – learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users.

In Design and Technology, children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.

Children are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise.

The design process for every product:



SEND – Strategies for supporting access

- SEND – Strategies for supporting access:
- Break down learning – now/then
- Images to support
- Specific simple instructions
- Differentiation
- Scaffold to support learners
- Pre-learning tasks
- Re-capping within lessons for all or groups of pupils
- Flexible grouping
- Immersive Reader
- Definitions – revisit
- Vocabulary banks

Enrichment

- Cooking After school club
- Sewing after school club
- Jam Coding After school club
- Forest school – camp fire cooking and building shelters

SUBJECT LEADERSHIP AND DEVELOPMENT

Subject Strengths

- Collaborative approach to the planning – LTP/MTP with all staff
- Clear sequence of learning in planning and in pupil books

Areas to Develop

- Develop use of knowledge organisers and quizzes
- Continue to develop staff confidence in D&T
- Continue to access specialist training from external providers to ensure the best and most current practice.
- Continue to develop academy website
- Develop exemplification folders

Monitoring

- T1 Focus – MTPs – Portfolio monitoring
- T2 Focus – Connections – CTs discussions – Portfolios/pupil voice
- T3 Focus – SL discussions with CTs - Portfolio monitoring

CPD

- Membership of DaTA for all staff
- Kapow CPD for every unit – video resources