Rosehill School

Design and Technology Curriculum Rationale

Intent		Implementation		Impact	
 Curriculum	The school follows an adapted D&T programme of study. We have 6 pathways which have been designed to ensure pupils have received a varied and engaging input over time that is age appropriate, even when they remain in the same cognitive pathway, to ensure that skills and knowledge are consolidated and new learning is acquired. The DT curriculum offers a range enrichment opportunity and visits i.e. social action projects/ enterprise events/ fundraising/ World Book Day story boxes.	 Pedagogical Approaches	Continuous provision and outdoor provision in EYFS enable children to use a range of materials and techniques to create open-ended products i.e., puppets. A cycle of lessons for each D&T project in Key Stage 1-3 are carefully planned for progression and depth. At Key Stage 4-5, accredited courses are delivered, such as LIVE, Careers, AQA. The role of the teacher is to introduce key skills, techniques, materials and projects and to facilitate and allow pupils to take their own risks and experiment with ideas through the design, make and evaluate process. Specific challenges are included to ensure key skills are applied.	 Approach to Assessment	The approach to assessment is less formal than in core subject. In DT, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and develop their understanding. Success criteria for projects will be established and measured throughout the design process and through pupil engagement. A range of assessment is used, including learning walks, observations, work scrutiny, monitoring of the learning environment, questionnaires and feedback, case studies, impact reports and evidence of learning i.e. photos.
 End Points	Through our strong focus on exploration and hands-on learning, using relevant stimuli, pupils develop a sense of curiosity about how things work, by the end of **Key Stage 1**. Pupils are able to make choices and engage in designing and making products that help them solve meaningful problems, within a variety of contexts by the end of **Key Stage 2**. (I.e. making bird boxes enables the pupils to learn how to take and manage risks, follow instructions and learn new life skills). Pupils will be able to generate responses to DT tasks and challenges which show practical skills and knowledge of more technical aspects of DT, by the end of **Key Stage 3**. Through LIVE, Careers, AQA, ASDAN and Princes Trust, which includes opportunities to explore and research at varying levels to inform their understanding, pupils became more independent, resourceful and enterprising, embracing the wide range of exciting challenges on offer by the end of **Key Stages 4-5**.	 Teachers' Knowledge	The DT Long Term Plan and resources can be confidently delivered by teachers. Subject specific professional development takes place as part of staff training and CPD meeting time. The subject leader will access specialists' networks i.e. NST subject leaders' network, D&T association.	 Performance Data & Pupil Progress	There is no published data for DT at Rosehill. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their Pathway (Impact reports and curriculum examples). The skills and attributes that the pupils develop will benefit them beyond the school and into adulthood; i.e. the ability to use time effectively, working with others productively, showing initiative, increasing independence, taking a greater level of responsibility, improving attention skills, managing risks, This will ensure they are well-rounded citizens which will make a difference to their quality of life and their contribution to society i.e. managing everyday tasks more independently builds resilience, self-esteem and leads to development of life skills.
 Sequencing	Our DT curriculum is a spiral curriculum (cross-curricula) that brings learning to life through the use of creative and imaginative topic and activities. It is a practical subject which helps pupils to build and apply a repertoire of understanding and skills through vocabulary and knowledge that are revisited and built upon. Pupils also provide feedback, evaluate and test their ideas and products and the work of others.	 Enabling Environment & Pupil Voice	DT is taught through projects in each year group; using areas such as the art studio, training kitchens, and the outdoor DEN to promote learning in context. Teachers promote discussion and opportunities for questioning about the focus of DT to apply their learning and develop their understanding and retention of key skills and vocabulary. This promotes pupil voice/feedback, enabling	 Pupils' Work	Photographs, feedback and project work capture pupils learning and progress, e.g., design ideas, the product and evaluations. Additionally, pupil work is displayed in communal areas and classrooms.

			learners to contribute to the school and local community i.e. Harvest Festival Scarecrows.		
 The Need of all Pupils	A key principle of our teaching is about belief that every child and young person can engage with D&T. The resources used in school are suitable for pupils of all abilities. We have a firm belief that every child/young person can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. Pupils enjoy creating products they can see, touch- and even taste for themselves as they acquire a broad range of knowledge that gives them the core skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. Pupils will communicate ideas confidently, using technical vocabulary (i.e. language, signs and symbols) through the design and manufacture of products they make.	 Knowing More and Remembering More	The progression built into the DT curriculum includes core knowledge and skill development for each year group. Key DT terminology and vocabulary is taught in context. Throughout each unit of work, teachers will revisit, embed and assess learning through questioning and feedback on learning so far both in the unit and in previous years. Displays and celebrations of pupil's work provides a platform for revisiting and embedding learning	 Talking to Pupils	The subject leader talks to pupils about their learning as part of the monitoring process. This is to see if pupils have enjoyment and confidence in DT and Food Technology. Pupils being able to approach problems creatively and in a range of ways, applying their knowledge from across the curriculum areas more independently. Pupils have the opportunity to share feedback about their work and understanding of the lessons. Their responses will be used to inform teaching and cross-curricular plans
		 Assessment	Assessment questions throughout lessons are provided by teachers. This is to see if pupils have enjoyment and confidence in D&T and Food Technology. D&T projects and impact reports (see Earwig) evidence progression of skills in all year groups. Pupils are encouraged to approach problems creatively and in a range of ways, applying their knowledge from across the curriculum areas, more independently.		