



DT CURRICULUM INTENT, IMPLEMENTATION & IMPACT

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills

DT CURRICULUM INTENT






It is our intention that all children will experience a high quality DT curriculum which inspires innovation and problem solving, providing creative, collaborative and practical experiences, so that they become children who:

Solve real and relevant problems in a variety of contexts and for a range of purposes	Develop their resilience by taking risks when trying out and adapting their designs	Become active participants in an increasingly technological world	Critically evaluate and communicate their own and others' work, using appropriate vocabulary
Consider the needs, wants and values of the intended user	Can use a of range of tools, materials and components confidently and safely	Understand and apply the principles of nutrition and learn a range of cooking techniques	Are aware of and understand the essential contribution which design & technology makes to daily life

DT CURRICULUM IMPLEMENTATION

We design our DT curriculum so that it reflects our individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our DT curriculum intent.

Learning will be planned and delivered through:	DT Vision Statements which outlines the DT intent, implementation and impact and identify our chosen approaches and resources	DT Overview which identifies when planned units of work should be taught across the school	A Progression of Skills document for DT, identifying key knowledge and skills in a carefully planned sequence	Medium Term Plans with well-sequenced learning journeys carefully matched to clear learning objectives	Rich, memorable learning experiences with engaging hooks, carefully planned enrichment and purposeful outcomes	Quality First Teaching (QFT) with appropriate challenge and support
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Learning will be organised through:	Early Years Foundation Stage (EYFS)										
	Expressive Arts and Design					Physical Development					
	National Curriculum (Years 1 to 6)										
	DT Aspects & Focuses										
	Structures		Mechanical Systems			Food		Electrical Systems		Textiles	
	Frame Structures	Shell Structures	Pneumatics	CAMS	Levers & Linkages	Preparing Fruit & Vegetables	Healthy & Varied Diet	Circuits & Switches (Simple & More Complex)	Joining Techniques	2D shape to 3D product	
		Wheels & Axels		Pulleys & Gears		Celebrating Culture & Seasonality		Programming, Monitoring & Control		Combining different fabric shapes (using CAD)	
School specific components reflect the context of our school:	Design / Make / Evaluate Process		Inventor Studies				Projects on a Page		Supplementary Planning Resources		
	<p>Planned opportunities to learn about the impact of past and present innovators and inventors</p> 		<p>Our main resource for medium term planning & teacher CPD</p> 				<p>A selection of high quality supporting resources, including Plan Bee; TES; Twinkl</p> 				
	Cross-Curricular Links				Wider Cooking Experiences			Outdoor Education			
	DT units draw on skills from maths, science, computing and art				Regular food and cooking opportunities, to enrich the wider curriculum, including cooking and eating in the outdoors and exploring seasonality and local produce			including Hampshire Trailblazers: Discover, Explore, Care			
											

DT CURRICULUM IMPACT

We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes as outlined in our curriculum intent. These include:

EYFS outcomes	Book Sampling (Learning Journals)	Other anecdotal evidence	External validation and inspection reports	
Governor monitoring evidence	Foundation Subject Assessment Sheets	Pupil Conferencing	Stakeholder Questionnaires	Learning Walks