



CAWTHORNE'S ENDOWED PRIMARY SCHOOL

National Curriculum **SUBJECT GUIDANCE** for

Design Technology

PLANNING for DELIVERY

Design Technology is taught within the context of our topic rolling programme, through units from Hamilton Trust. DT is taught within the context of the wider topic being studied to give a real-world context. The rolling programme can be found in the shared school googledrive folder.

Units have been chosen to relate to the topic covered for a term. The National Curriculum requirements were taken into consideration when planning unit coverage to ensure all elements of the DT curriculum are covered on the rolling programme. The unit coverage is designed to engage children in active learning whilst giving them meaningful outcomes, developing both the skills and knowledge of the subject through practical experiences. The Design Technology Curriculum allows children to combine critical analysis, problem solving and practical and evaluation skills.

The Hamilton Trust resources can be found at:

<https://www.hamilton-trust.org.uk/>

PROGRESSION and DIFFERENTIATION

The DT sessions are taught through a two-year rolling programme for Key Stage 1 and a four-year rolling programme for Key Stage 2, ensuring that all children have access to the full range of experiences and coverage, over their time at Cawthorne's Endowed School. This also provides the opportunity to develop skills and knowledge in a coherent manner. Opportunities are given throughout different units to use the skills taught in each Key Stage as well as building on knowledge, skills and understanding. Practical activities will allow children to select appropriate tools and techniques for making a product, whilst following safe procedures. Key skills and vocabulary will be revisited and built upon as children progress from lesson to lesson and throughout the school.

CHALLENGING THE HIGHER ABILITY

The learning activities are differentiated so as to provide appropriately challenging learning for all pupils. Many of the activities are differentiated by outcome as well as by the method of recording completed work, questioning and tasks related to the main lesson objective. Lesson objectives can vary depending on ability of the individual. Extension activities are often used for higher abilities which are developed particularly with talented or gifted children in mind.

SUPPORTING SEND

Children requiring additional support are given this where appropriate and in accordance with their Pupil Passport. Regular interventions are in place for children identified as needing differentiated support which is reviewed termly to assess suitability on an intent, implementation and impact cycle. All work is differentiated to the needs and abilities of the children, this is through questioning, support, expectation, work set and outcome.

ASSESSMENT and Record Keeping

At the start of each unit, children will demonstrate their knowledge and understanding in the area, this is sometimes through completing a 'thought shower' or similar in the Class Big Book or Topic books for Key stage 2. Children will refer back to this as work is completed and be given opportunity to demonstrate the skills, knowledge and understanding that they have learned. The Class Big Books are colour coded for the different subjects so that it is easy to see which subject work relates to. Children will be encouraged to assess their own and other's work against specific learning objectives taken from the National Curriculum which enables children to see a build-up of skills and

knowledge taught. They will also be encouraged to develop the skills and vocabulary, to evaluate their own work. Wherever possible, children's work will be displayed and celebrated.

Teachers are constantly assessing children through questioning, observation and through the work created. Evidence of engagement with learning activities will be regularly collected through photographs, audio and video and printouts of children's work. All of this will be used to inform support within the lesson, as well as future planning of work and the next steps in learning.

Summative comments are written on end of year reports to parents. Annual report comments are to be recorded at the end of each unit of work. This should be written in the light of the skills and knowledge that each child has acquired and developed throughout the unit.