

Curriculum Intent statement for the teaching and learning of DT 2021/22



At St Martin De Porres Catholic Primary School , we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

Intent	<p>DT should provide children with a real-life context for learning. We want to allow children to aspire to be more through creating opportunities for them in the wider world. Through the DT curriculum, children should be inspired by engineers, designers, chefs, and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems, and food products with a real-life purpose.</p> <p>At St Martin’s Primary School, we aim to provide children with a DT education that is relevant in our rapidly changing world. We want to encourage our children to become problem solvers who can work creatively on individual or shared project. We believe that high-quality DT lessons will inspire children to think independently, innovatively and develop creative, procedural, and technical understanding. Through this, children will develop their skills, vocabulary, and resilience.</p>		
Underpinned by	High Expectations	Modelling	Fluency
	All children are expected to succeed and make progress from their starting points	Teachers teach the skills needed to succeed in DT providing good practice and having high expectations.	Children apply their practical skills using tools and equipment with ease throughout DT.

Implementation	<p>All teaching of DT should follow the design, make, and evaluate cycle. Technical knowledge is key at every stage and should be referred to at every given opportunity. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary.</p> <p>DT should be taught to a high standard, where each of the stages should be given equal weight. There should be evidence in each of these stages in the Topic books, which should also develop to show clear progression across the key stages as they are passed up through each year group. Each year group studies at least one food-based topic, one textiles-based topic, and one construction-based topic to build on skills throughout the school.</p> <p>In KS1 this looks like:</p> <p>Design:</p> <ul style="list-style-type: none"> • Design should be rooted in real life, relevant contexts to give meaning to the learning. • Planned through appropriate formats: drawing, templates, talking and mock-ups. <p>Make:</p> <ul style="list-style-type: none"> • Children should be given a range of tools for their projects to choose from. • Children should use a wide range of materials and components; textiles, construction equipment and ingredients. <p>Evaluate:</p> <ul style="list-style-type: none"> • Evaluate existing products. • Evaluate their own products against design criteria. <p>In KS2 this looks like:</p> <p>Design:</p> <ul style="list-style-type: none"> • Rooted in real life, relevant contexts to give meaning to the learning. • Researched designs based on functional, appealing products with purpose. • Planned by appropriate methods; annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design. <p>Make:</p> <ul style="list-style-type: none"> • Children select from a wider range of tools than KS1. • Children should use a wider range of materials and components; textiles, construction equipment and ingredients. <p>Evaluate:</p> <ul style="list-style-type: none"> • Evaluations should be in comparison to existing products. • Children should evaluate against a design criteria. • Children should understand how key events and individuals have helped shape design and technology globally.
Impact	<p>When children leave St Martin's they will have:</p> <ul style="list-style-type: none"> • An excellent attitude to learning and independent working. • The ability to use time efficiently and work constructively and productively with others. • <i>The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.</i> • <i>The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.</i> • A thorough knowledge of which tools, equipment and materials to use to make their products. • <i>The ability to apply mathematical knowledge and skills accurately.</i> • The ability to manage risks exceptionally