

Curriculum Rationale DT

INTENT	
<p>How is DT aligned to the national curriculum?</p> 	<p>The DT curriculum at Meadow Vale begins in EYFS with the design strand of the framework. The school then aligns to the National Curriculum design programme of study. We have established our own Progression plan covering a wide range of skills and knowledge.</p>
<p>What are the end points for the curriculum and what knowledge and skills will children have when they leave us?</p> 	<p>Our design curriculum is ambitious in the range of skills and techniques delivered. Children will develop a broad skillset with planning and making being a continuous thread used in all year groups. Children will also develop the vocabulary to critique their models and use technology terminology with confidence when talking about their own work, the work produced by peers and the work of established inventors.</p>
<p>How is the curriculum sequenced from EYFS to year 6?</p> 	<p>Our design curriculum is a spiral curriculum. Skills are revisited and the use of overviews and planning underpins all the content. Techniques developed in design are applied to other curriculum areas when appropriate.</p>
<p>Local Context – is there any local context that plays a role in our curriculum design?</p>  <p style="text-align: center; margin-top: 5px;">LocConte</p>	<p>Our curriculum makes the most of extensive local resources. All children have at least one opportunity to experience finding out about a great inventor during our 'Inventors week.' This involves investigating a diverse range of British inventors. Local chefs when available are invited in to share their knowledge about food preparation and there have been trips to Dr Chocs in Windsor. Our Year 5s visit Hooke Court and design and make Anglo-Saxon artefacts. We run Spring Construction sessions and two well attended Bakers clubs. Next year we are planning to take part in the SATRO building challenge.</p>

IMPLEMENTATION

<p>Pedagogical Approaches – what teaching approaches are taken to secure knowledge and skills?</p> 	<p>Design lessons begin with knowledge organisers (if needed) and research lessons. The role of the teacher is to introduce new vocabulary, knowledge, key skills and materials, and allow pupils opportunities for personal expression.</p>
<p>Teachers' expert knowledge – how do we ensure quality first teaching? What training, CPD, resources are available to support?</p> 	<p>The teachers at Meadow Vale have discussed in detail with the coordinator the breath of units of work they would like to study within each year group. These are regularly reviewed at curriculum meetings and adjustments made when necessary. We invest in resources from Baker Ross and Hepp who provide online training. The coordinator has attended CPD training provided by Bracknell Forest.</p>
<p>Knowing and remembering more – what approaches do we use to ensure knowledge is retained? E.g. knowledge organisers, retrieval practice</p> 	<p>The overview progression plan includes the key skills development for each phase. Half-termly plans show the key vocabulary and core knowledge and skills that will be needed. These are revisited throughout a pupil's time in school, so that children can speak with increasing confidence and clarity around the subject.</p>
<p>Teacher assessment – what does assessment look like?</p> 	<p>The approach to assessment is less formal than in core subject disciplines. In design, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving the overview progression plan outcomes. Year groups assess each child's progress at the end of each term and update class data sheets.</p>
<p>How do we know that the end points have been achieved? What does success look like?</p> 	<p>Children are able to articulate their learning from the lesson both verbally and in written form. They are also able to apply their learning across lessons and to other geography topics.</p>

IMPACT

How does our assessment approach inform us of how well children are doing?



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Pupils work – what evidence is used to demonstrate children's learning?



Photos are key to capturing pupil work. Additionally, pupil work is celebrated with the community, by inviting families into school, or sharing work on our online platforms. When possible, work is displayed in communal areas. Next year we will have in place green design folders that will move through the school with the child and show the build up of skills and knowledge that they develop as they move through.

What feedback do pupils give and how can this be used to make changes to the curriculum?



Talking to pupils is key to the continual refinement of the design curriculum. Pupil feedback and pride in the final product they have made is used to assess the success of the units of work.