



### Intent

#### *Why do we teach what we teach?*

Design and Technology is an exciting, practical subject which allows pupils to make sense of appliances and processes in their environment, primarily through first-hand experience and exploration. Design and Technology lessons can extend and enhance pupils' natural curiosity by providing pupils with an opportunity to apply and develop further, the skills they have already mastered.

Our aim at High View is to prepare pupils to participate in the rapidly changing technologies of the present and the future. Our curriculum is designed to be *ambitious and accessible for all pupils*, including those with SEND and those who are disadvantaged. We want children to be autonomous and creative problem solvers, as individuals and as members of a team. They will develop their creative skills through the three main stages of the design process: **design, make** and **evaluate**. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Our children will gain great satisfaction from using physical resources to create a product that meets a perceived need. Our curriculum provides an opportunity for them to develop an understanding and knowledge of different products, their manufacture and their uses. Our intent is that *every child can succeed*, regardless of starting points or individual needs. We foster an interest in design which helps our children to understand how, throughout history, people have used design to meet their needs and to make progress. They have the opportunity to evaluate designs, past and present, which encourages pupils to think critically.

In the Early Years Foundation Stage (EYFS), following the statutory framework, Design and Technology begins through Expressive Arts & Design and Understanding the World. Our intent is to develop children's problem-solving, design, and practical making skills.

Our Design and Technology lessons provide opportunities for cross curricular work, including the use of technology.

Our Design Technology curriculum also includes cooking and nutrition with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

### Implementation

#### *How do we teach what we teach?*

**EYFS**

We follow the Development Matters statutory framework, specifically relating to the objectives of Knowledge and Understanding of the World, and Expressive Arts and Design. However, we also recognise that learning related to Design Technology is evident across all areas of the framework.

## KS1 and KS2

We use Kapow as our scheme of work for the teaching and learning of Design Technology. We teach Design and Technology in the second half of each term.

So that all learners, including those with SEND and those who are disadvantaged, are supported to revisit, secure and deepen their understanding over time, reducing cognitive overload, closing gaps in learning and enabling every child to make meaningful progress from their individual starting points, the scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils return to the key areas again and again during their time at High View.
- ✓ Increasing depth: Each time a key area is revisited it is covered with greater complexity.
- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so our children can build upon previous foundations, rather than starting again.

Kapow provides support for teachers in their lesson delivery, allowing for support and challenge in each lesson.

Staff are expected to use professional judgement to tailor the learning appropriately to their pupils this includes the practices.

- Teachers plan from *high expectations* for all pupils, using scaffolding rather than simplification.
- Curriculum planning includes adaptations and scaffolding for pupils with SEND (visuals, pre-teaching, vocabulary banks, concrete resources).
- Schemes of work show *clear progression* for all learners.
- Use of *universal design for learning (UDL)* principles — multiple means of engagement, representation, and expression.
- *Flexible grouping* and peer support structures.
- Inclusive resources
- Inclusive environment

## Impact

*How do we know what pupils have learnt and how they have learnt it?*

Pupils should leave High View School equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

In EYFS, children develop confidence using tools and materials, can plan, make, and evaluate simple products, and demonstrate creativity and problem-solving skills. This prepares them for KS1 DT and practical learning.

The expected impact of following the Kapow Primary Design and technology scheme of work is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.
- Meet the end of key stage expectations outlined in the National curriculum for Computing.

The subject leader undertakes regular Learning Walks, book scans, planning audits and pupil voice consultations over the course of the academic year.

Children will be able to articulate the progress they have made in the different aspects of the subject and show enthusiasm for their learning.

Learning in books will show progress in terms of outcomes.

## Long Term Planning

### **EYFS**

[Development Matters](#)

### **KS1 and KS2**

[DT knowledge and skills progression](#)