Subject and Year Team Curriculum Statements

Use the proforma below to identify intent, implementation and impact for your subject/year team curriculum statement. In addition to completing this proforma please include a curriculum map.

Subject/Year Team: Design Technology
Intent
What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group? Design and technology should be an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.
How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map. Each year builds on the previous learning, covering the national objectives over ks2.
How does the curriculum reflect British Values, PSHE and SMSC? Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.
How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum? Design technology planning will show differentiation for different ability groups. We provide Enrichment mornings, which targets groups including high attainers, disadvantaged and pupil premium.
To what extent have we made the objectives clear and how will everyone know them? Curriculum map is available for all to see. Lessons are planned on objectives already identified. Curriculum teams have ensured that lessons meet objectives. Subject coordinator's folder is electronically available to all.
Implementation – how do we deliver our curriculum
How does the current curriculum match our intention (the points identified above)? Opportunities are given through topic lessons, linking design technology to historical, scientific, mathematical, and geographical content. Conventional and the more inventive materials and tools are made accessible in an environment that is safe to explore and create. The curriculum has a progression of skills outlined.
How do the subjects/topics we are teaching link together? What cross curricular links are there (in particular the development of reading, writing and maths)? Opportunities are given through topic lessons, linking design technology to maths, science, engineering, computing and art.
How are we encouraging progression as pupils move through the school? Objectives are planned so there is a natural age appropriate progression through the school. Children's previous learning is built upon and developed in design and technology as they progress through the year groups
How do we differentiate our curriculum for the different ability groups? How are the pupils grouped? Learning tasks are ability grouped to ensure appropriate level of accessibility and challenge. Planning ensures that these groups are accommodated. There is always extension and challenge for all students.
Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources? Design technology is taught by qualified teachers. Staff have had some staff in-house training which has targeted the teaching of drawing and how to give constructive feedback. Design technology is taught as part of a topic unit each term.
Impact – what difference is our curriculum making to pupils?

How well are children learning the content outlined in the curriculum? How do we know – (what data do we use)?
Objectives are created based of National curriculum and so the coverage is complete. Teachers assess children's work in design technology by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each term, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and Target tracker is used to assess progress.

How well are pupils prepared for the next stage of education? Where do they go to? How do we know?
Children have a good grounding of knowledge and skills to help them in the next stage of development. Year teams work collaboratively to support each other in the teaching of art and evaluate the strengths and weaknesses, indicating areas for further developments.

How do we know our curriculum is having an affect across all pupils, including the different identified groups?
Skills are demonstrated and chosen independently and children can verbalise their preferences across the range of skills and techniques taught.

How well are the key subject knowledge and skills consolidated before moving onto the next topic? How do we know?
Teachers assess understanding and make professional decisions as to whether an objective has been embedded or needs further consolidation. Tasks are completed by children to meet year group expected or greater depth standards.

How well developed are pupils' learning habits and learning skills? How do we know?
Skills are demonstrated and chosen independently and children can verbalise their preferences across the range of skills and techniques taught.

How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum?
Individual teachers are responsible for the standard of children's skills and techniques and for the quality of their teaching in design technology. Lessons are evaluated and adapted for future use, year teams evaluate the strengths and weaknesses of lessons and indicate areas for further improvement.