Our Curriculum for

DESIGN TECHNOLOGY

St. Mary's CE Academy
'Excellence through faith & learning'

DESIGN TECHNOLOGY CURRICULUM - INTENT

School Vision:

At St. Mary's we provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners. We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in Christ, and together with our parents, carers, churches and communities, we aim for each person to reach their full potential in body, mind, heart and spirit. We work as a team, in partnership with all members of the school community, to offer a high quality, stimulating, safe and innovative learning environment which values and supports all children to achieve their potential. We nurture children who understand and are able to adapt positively as active citizens, to the diverse world in which they live, both now and in the future and grow as people. Our high standards of teaching and personalised learning are set within a broad, balanced and creative curriculum. A curriculum which is intended to prepare our learners to make a positive contribution towards society and enjoy future success.

Subject Curriculum Vision:

In Design Technology and supported throughout all subjects, we aim to empower and enrich our children's knowledge and understanding about the world in which we live them for the next stage in their educational journey (and beyond), so that no child is hindered or past and held back by a deficit of knowledge or language as a result of deprivation. We want them to be able to articulate themselves and their learning through a wide bank of subject specific terminology as well as being creative and innovative in their discovery, speech and writing. We aim to inspire our children to become fluent, confident life-long learners who can discuss the joy of acquiring knowledge as well as developing their own style and expression through wide opportunities for research, discovery and writing development.

Our Curriculum for our Context:

St. Mary's Church of England Academy is situated in Walkley which is a suburb in the north west of Sheffield. The school dates back to 1865. The area consists mainly of Victorian fronted houses and has a high student population as it near to Sheffield University. St Mary's converted to becoming an academy sponsored by the local diocese in 2014 and which became DSAT (the Diocese of Sheffield Academy Trust). Whilst it has capacity for 210 pupils, the school is a smaller than average school with 173 pupils on roll aged 4-11 years.

Mobility is much higher than average and is often due to children having parents who study at the university. This can obviously prove challenging. The school is in the top 20% of schools for the proportion of EAL with a well above average proportion of the school community is from a range of minority ethnic backgrounds and speaking English as an additional language from 11 out of 17 possible ethnic groups. In addition, pupils who need support for their special educational needs and / or disabilities is about average and the number of children who are eligible for the pupil premium is above national figures.

Our Curriculum reflects the ethos and aims of the school as well as the context from which our children derive. This means that our curriculum provides the necessary building blocks to develop the necessary knowledge and skills, whilst also promoting British Values, healthy lifestyles and mental wellbeing, plus excellent behaviour and attitudes. It is underpinned with a large emphasis on SMSC development, a strong practical outworking for others in line with our Christian ethos, whilst also building character and readiness for the next stages of education and the learning journey beyond.

DESIGN TECHNOLOGY CURRICULUM - IMPLEMENTATION

The overarching aim for Design Technology in the National Curriculum is to promote high standards is to ensure that new topics and objectives are being covered effectively across the key stages as stated in the new Design Technology curriculum of 2018 and the revised St. Mary's Design Technology Curriculum Map, ensuring that we offer

"*a curriculum that is broad, rich and deep" (A. Spielman 2018).*

- Design Technology coordinator to review curriculum and to map a programme of learning that meets our children's needs is to be implemented Autumn 2 2019.
- CPD courses have been arranged for and attended by DTlead to assist in transition into the role.
- To ensure high quality, enjoyable DT provision with clear curriculum coverage across all year groups.

- To ensure high quality, useful assessments are used to move children's learning forward.
- To ensure high quality, enjoyable art provision with clear curriculum coverage across all year groups.
- To ensure high quality, useful assessments are used to move children's learning forward.
- Ensure policy is kept up to date and all staff are aware.
- Audit of what equipment we have in school.

Learning Experience	Resources	Links with other Subject Areas
What is the breadth of experience provided for our children?	What resources are used to support the teaching and learning of this subject?	What links are made between this and other subject areas?
- Quality First teaching: variety of teaching styles, varied stimulus - Step by step approach enabling pupils to develop a - Quality Resources: tools - Visits - Visitors: authors - Experiences:	- Topic related texts - Online resources and programmes - Self and peer assessment materials - Assessment materials	Links are made with other subject areas wherever possible and Design Technology skills are often taught via other subject areas, most especially through Science, Maths and Art.

Planning and Sequencing of Knowledge and Skills

How is the subject planned and sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.

See Appendices attached.

DESIGN TECHNOLOGY CURRICULUM - IMPACT

Assessment	Monitoring and Evaluation	Long Term Memory
How is this subject assessed?	How do we know we have been successful?	How does this subject impact on long term memory?
- Teacher assessment - Using the **Design, Make, Evaluate** and use of **Technical Knowledge** stages of learning, the children are assessed against each skill.	- Lesson drop-ins/Lesson observations 'Walking the walls' - Results / Data Analysis - Work scrutiny - Discussion with pupils and colleagues. - Timetables	- Revision and recapping - Success Criteria - Feedback/reflection from marking - Repeated recall - Curriculum Mats - Links and connections with other subject areas plus old and new knowledge - Learning Journals - Quizzes - Discussion with pupils

Readiness for Next Stage of Education	Promotion of Social Mobility	Promotion of British Values and SMSC
How does this subject prepare our children for the next stage of their educational journey at secondary school and beyond?	How does this subject promote social mobility?	How does this subject promote British Values and SMSC?
We endeavour to ensure that the sequence of content enables our children to progress whilst they are at St. Mary's, but also to provide the building blocks necessary to develop further at secondary school and their learning journey beyond. Underlying all of this is our emphasis on Leaning Culture which provides the underlying principles of attitude, resilience and character.	Our aim is that no child is disadvantaged by their background situation and that, as a school, we provide everything that a child needs so that there is no cumulative dysfluency or gaps in learning. As a result, we ensure that children have a broad range of curriculum experiences, free access to a wide variety of books, multiple opportunities to speak as well as listen, plus our curriculum is designed in order to boost general as well as subject specific vocabulary.	Through our rich and varied curriculum, we ensure that our children are well equipped for life in modern Britain and, through subject linkage have an excellent understanding of Democracy, the Rule of Law, Responsibility and Liberty, Mutual Respect plus Tolerance of those of different faiths and beliefs. Our Curriculum is driven by SMSC Development and, as a result, pupils thrive – enjoying their lives, learning and want to make a difference for others.

Appendices - Planning and Sequencing of Knowledge and Skills

How is the subject planned and sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.

See curriculum skills progression map for Design Technology.