Great Rollright

DT Curriculum

Good Shepherd as a learner	Good Shepherd as a friend	Good Shepherd as a guide	Good Shepherd as a protector	Good Shepherd as a cultivator
- deep understanding - exciting and broad - needs and interests	- love and care - respect - celebrates diversity	- moral compass - role model - success and resilience	- sustainable future - appreciate the planet - embrace responsibility	- courage and perseverance - growth mindset - achieve their best

Rosenshine's Principles of Instruction

Daily Review	New Learning in Small Steps	Asking Questions	Providing Models	Guide Student Practice
Recap prior knowledge to strengthen connections of materials learned, and free working memory.	Present new material in small steps and only proceed when it is mastered.	Successful teachers employ lecturing, demonstrating and questioning – to determine how well material has been learned.	Modelling, worked examples and teacher thinking help clarify the steps involved.	Time is built in to rephrase, elaborate and summarise new material to enable pupils to store it in their long-term memory.
Check Student Understanding	**Obtain High Success Rate**	**Scaffolds for Difficult Tasks**	**Independent Practice**	**Weekly and Monthly Review**
Continued exploration of pupils understanding, even if there aren't any questions.	A success rate of 80% indicates learning as well as challenge.	Scaffolds are a temporary support and may take the form of modelling, teacher thinking aloud, cue cards, checklists.	Independent practice produces 'over learning' a necessary process for new material to be recalled automatically.	The effort involved in recalling newly learned material embeds it in the long-term memory. The more this happens the easier it is to build on.

Intent

In line with the National Curriculum, at Great Rollright, children receive a design and technology curriculum which allows them to exercise their creativity through designing, making and evaluating. Children are given opportunities to apply the knowledge and skills learned in other subjects, particularly maths, science and art. The children are taught to combine their designing and making skills with knowledge and understanding to create a product. Evaluation is a vital part of the process, and an important life skill, which allows children to adapt and improve their product. 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.

Implementation

As well as the continuous provision provided the children are taught discrete DT skills through links to our topics in the EYFS or through celebrations. The children learn how to develop, plan and communicate their ideas. They investigate how to work with tools, equipment, materials and components to make quality products. We teach children how to evaluate products they have made, and the processes involved. Children are encouraged to become creative problem solvers, both independently and as part of a team.

Years 1-6 use the Kapow scheme of work. All teaching of DT should follow the design, make and evaluate cycle. The design process should be inspired by 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. Children should then be able to evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary. DT should be taught to a high standard, where each of the stages should be given equal weight.

Each phase will teach between 2-3 DT units per year. Where appropriate, these units have been placed to form horizontal links with other subjects in order to complement topics being taught, e.g. electrical systems in Year B term 3 for LKS2 where electricity is also being taught in science across both phases.

DT may be taught in a regular weekly slot or during a focused DT week.

Food technology is implemented across the school (with links as appropriate to other subject areas) with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

Impact

Formative assessment – teachers' knowledge and understanding of pupils means that the main method of curriculum assessment we employ is formative assessment.

Retrieval practice – completed regularly and often repeated to ensure understanding of concepts and that learning is stored in the long-term memory.

Pupil behaviour – children will show that they are enjoying learning art and that work has been pitched appropriately through their behaviour and attitudes during lessons.

Pupils' work – Any written work is completed in the back of art sketchbooks. Teachers will give feedback verbally.

Summative assessment - Progress is measured against objectives set by the teacher that term and recorded on an assessment grid which is subsequently analysed.

DT Long Term Plan

	Year A					Year B				
	Autumn		Spring		Summer	Autumn		Spring		Summer
EYFS (Meadow)	Dinosaurs	Family celebrations and memories	In the jungle	Space	Minibeasts	Pirates	Seasonal changes	Toys	Holidays	You, me and everyone

Long Term Plan KS1: DT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A			DT: Making a moving story book		DT: Food –fruit and vegetables	
Year B		DT: Textiles – Puppets	DT: Wheels and Axis		DT: Structures – freestanding structures	

Long Term Plan LKS2: DT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A		DT: Textiles – Cushions		DT: Slingshot Car		
Year B		DT: Mechanical systems – pneumatics (moving animal)	DT: Electrical systems – Torches		DT: Eating Seasonally	

Long Term Plan UKS2: DT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A		DT: Popup Books	DT: Bridges		DT: Food – Farm to Fork	
Year B			DT: Electrical systems – Steady Hand Game	DT: Stuffed Toys	DT: Automata Toys	