Subject Leader Curriculum Overview – Design Technology

INTENT

Stenson Fields Primary: CARES Curriculum				
Caring	**Achieving**	**Respecting**	**Enjoying**	**Supporting**
An **inclusive** curriculum, where children learn to build **positive relationships** and develop **trust** through Design Technology lesson. Growing into **considerate** and **compassionate** learners who care about the sustainability of their world	A challenging and exciting Design Technology curriculum, where essential **knowledge** and **skills** are combined in a purposeful way to create innovative products. Children will develop their **resilience** and **growth mindset** in order to fulfil their give design briefs.	A **cohesive** Design Technology curriculum, which aims to make use of our school and local **community**. We develop **responsible** citizens of the future, who show **acceptance** of difference and **respect** for each other.	An **engaging** and **creative** Design Technology curriculum, where children are encouraged to use their **imagination** to create original deigns. We plan **fun, memorable** experiences to give every child the opportunity to …	A **collaborative** curriculum, of which we have shared **ownership**. Our Design Technology curriculum is carefully and regularly reviewed, monitored and evaluated.

IMPLEMENTATION

The Music Curriculum			
Knowledge	**Skills**	**Linked Learning**	**'CARES' Approach**
D.A.T.A Projects on a Page scheme is used as a baseline for the majority of DT lessons, to ensure progression of knowledge across the school. Some year group may supplement the scheme with additional material to incorporate into the curriculum theme. Music is timetabled regularly throughout the school; it taught on alternative half terms and may be blocked or taught weekly.	Skills in Designing, Making, Technical Knowledge, Cooking and Nutrition are taught through the D.A.T.A units. These units are organised to ensure appropriate progression of skills. Nutrition skills are built in the wider curriculum when exploring healthy eating as part of PE and PSHE lessons. Technical knowledge is expanded upon in elements of Computing lesson when children are designing and coding products for a considered audience.	DT is usually taught as a stand-alone subject, although links to topics may be made where appropriate. DT has strong links to the Science curriculum as part of the circuits and nutrition units. The Cooking and Nutrition units also have links to PSHE and PE when looking at the healthy eating elements. Computer Aided Design units utilises Computing skills and can be incorporated into these lessons.	New DATA scheme that has been recently implemented creates more opportunities for links to the local community. This includes creating food items to be sold for charity fundraisers and products that could be used in school fetes or fairs.

IMPACT

Assessment, Monitoring and Review		
End of term/year assessment data shows high standards and good progress across the school.	Pupil interviews, learning walks and book scrutinies show high standards and good progress across the school.	Termly CARES Curriculum review (whole staff) to evaluate success/impact of the Intent, including knowledge, skills and enrichment opportunities.