

“Our aspirations are our possibilities – believe you can and you will!”

Intent:

At Goldsmith, our Design Technology curriculum develops pupils' aspirations as a result of our carefully planned subject knowledge, skills and vocabulary; pupils build successfully on prior knowledge and revisit skills, year on year. The DT curriculum promotes curiosity and real-life applications of skills. We hook all our DT teaching, using a real-life design brief for consumers, enabling pupils to engage with the skills and qualities of a graphic designer or civil engineer.

Implementation:

What is our curriculum?

Curriculum Milestones and Threshold Concepts for each year group are crafted to ensure progression and repetition in terms of embedding key skills and knowledge. The DT curriculum has been designed to follow the process: 'Design - Make - Evaluate'. DT is purposefully threaded through our ASPIRE themes where applicable. Knowledge organisers identify key knowledge and questions that drive thinking. Inspirational, real-life role models within industry - past and present - are promoted throughout each DT project to encourage pupils to 'ASPIRE'.

EYFS: 'Expressive Arts and Design' goals map out the learning for EYFS and detail the creative, imaginative and expressive aims for the children. These are covered predominantly thematically.

In **KS1** and **2**, we follow a half-termly programme of study throughout our school with an overarching theme that is then split into different topics for each of the year groups. Throughout the academic year, our planning addresses the threshold concepts set out for the DT curriculum. Our 'Winter Toy Shop' theme covers the majority of DT skills in each specific year group, alongside cross-curricular opportunities in other themes such as 'Historical Detectives 1 and 2' and 'What a Wonderful World'.

When is it taught?

Theme is taught to the value of 3 afternoon sessions per week (Afternoons are split into 2 main sessions) with other cross-curricular opportunities being planned for within this time. DT will be taught within this time-frame.

How is it taught?

EYFS - Expressive content is covered thematically and taught through direct teaching, continuous provision and theme days which could include educational visits.

KS1 & KS2 - Design Technology is taught on rotation through our theme lessons. We use the WAT ASPIRE values in each lesson encouraging the children to actively and openly use the language and skills embedded within this. All units follow: 'Design - Make - Evaluate' structures. Lessons are taught following a model and practise approach.

Impact:

How is impact measured?

Teachers will assess during lessons through active use of AfL. Children will use our ASPIRE values of self quizzing and giving and receiving feedback during the 'design' and 'evaluate' stages of DT units. This will allow our children to analyse their own products, other children's products as well as the designs and structures developed by notable people in the field.

Children will be able to verbally discuss the DT skills that have been used to create their final product and discuss the reasons for their design or where inspiration for the product has been taken from. As we move further through school, answers will be more elaborate, key vocabulary used, key techniques referenced and links to prior learning made. This can be supported by evidence within Class Journals in either photographic or video forms. .

How do we know children have made progress?

The knowledge performance indicator can be used to ensure assessment is consistent and meets the requirements for each year group. Evidence would also be found in Class Journals and knowledge gained clear through pupil voice conversations.

How do we challenge and support lack of progress?

Following teaching, any gaps in knowledge can be identified and addressed through #feedforward and also during smart starts, morning activities or research based home learning (in KS2).

How are we inclusive?

The practical nature of this subject allows for a majority of children to access the learning within each lesson. Where equipment modification is needed then this will be planned for and if written work or analysis is required then teachers ensure the appropriate scaffolding is in place. If a parallel activity is needed, then digital activities (including the use of iPads) may be used to modify the task so that pupils can achieve the same learning objective. An accurate assessment of a child's ability should not be limited to their written recordings and some compensation should be given for verbal conversations.

