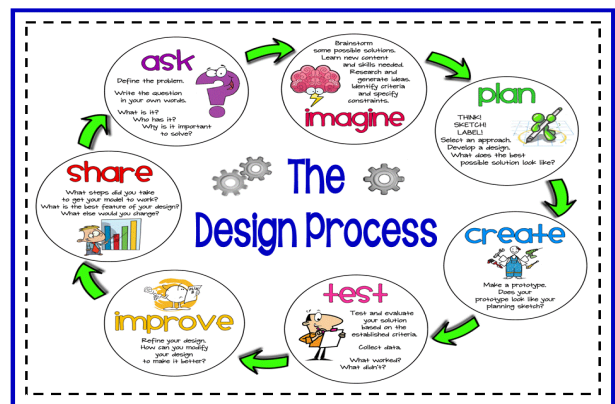




# How DT is taught at Swindon Village Primary School



Intent, Implementation and Impact

## **DT at Swindon Village Primary School**

### **Curriculum Intent**

SVPS has designed a DT curriculum which allows children to gain a broad and full understanding of all four aims outlined in the National Curriculum.

Our curriculum offers opportunities to inspire pupil's curiosity about art and design within the world around them.

We offer a range of creative and practical experiences to help children to become proficient in designing, making and evaluating a variety of products as well as developing their technical knowledge. We also aim to develop the children's understanding of the principles of nutrition and healthy eating and give them the crucial life skills to enable them to provide for themselves and others now and in later life.

Children will work through a range of exciting topics throughout their time at SVPS. There will be opportunities for various activities eg. KNEX challenge and participate in a whole school art and design celebration gallery, which will engage children further in their studies.

Children's skills will be developed in line with a clear skills progression. This document ([DT skills progression](#)) enables the children to develop new skills each year and covers all of the four aims of the NC.

The National Curriculum Expectations are:

#### **EYFS**

Children will be guided to safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used.

#### **KS1**

Children will develop the knowledge, understanding and skills needed to engage in the design and make process through working in a variety of contexts. They will also understand where food comes from and will use the basic principles of a healthy and varied diet to prepare dishes.

#### **KS2**

Children will extend and deepen the knowledge, understanding and skills needed in the design and make process through working in a variety of contexts. They will also understand and apply the principles of a healthy and varied diet, prepare and cook a range of dishes and develop their understanding of where and how food is produced.

### **Curriculum Implementation**

Throughout their time at SVPS, children will undertake a wide range of interesting design and make projects. They will have learnt and developed DT skills in accordance with the SVPS skills progression document. This allows the children to acquire and develop DT skills appropriate to their year group and also ensures progression throughout the school.

- DT is taught in short focused blocks to allow the children to immerse themselves fully in the design and make process. Each block will be a **minimum** of 2 days (either taught as two full days or spread across a number of mornings/afternoons).
- Each year group covers 3-4 topics each year.
- At the end of each unit, children will have produced a model or food product, along with a 'design and make' booklet.

Teachers are expected to:

- Plan engaging lessons which build on prior knowledge and skills.
- Begin each new project with the teaching of the key skills as identified in the skills progression document.
- Ensure children create a prototype to test designs before beginning the final 'make'.
- Display all completed projects in classrooms/year group areas and then ensure a range are kept for the end of term gallery celebration.
- KAT team will carry out regular monitoring to include book scrutiny and pupil interviews.

SVPS ensures that all children can access learning in DT by:

- Small group or 1:1 support where and when necessary
- Afl strategies used in the classroom to assess children's learning and adapt teaching or tasks where necessary
- Providing further challenges to enhance children's skill development

SEND or EAL children are supported at SVPS by:

- Widget vocabulary mats
- Seating plans are considered and used to support where necessary
- Providing visual or practical prompts
- Work may be adapted so that all children can meet the Learning Objectives.
- Teachers to use AFL to identify which children will need support during different lessons.
- Teaching lessons using a variety of techniques to appeal to different learning styles such as visual, auditory, kinesthetic

## **Curriculum Impact**

All children in the school will be able to speak confidently about their DT learning, skills and knowledge. They will have a good depth of knowledge about the range projects completed and will be able to apply this knowledge and skills to their learning in the future.

Children engaged in the DT curriculum are:

- Engaged and enthusiastic learners
- Able to ask and answer questions about their projects
- Speak confidently about their work using key vocabulary
- Demonstrate a good knowledge of key skills
- Able to analyse a product, analyse their own product and give an opinion on their own and other products
- Able to show resilience and perseverance by continually evaluating and improving their work

At SVPS we know our children are doing well by:

- Teaching lessons which are planned using the skills progression document and prior learning
- Marking and feedback
- Photographic evidence
- Displays of work
- Looking at the final product
- Booklet scrutiny and pupil interviews

Children at SVPS will become inquisitive, reflective learners who are enthusiastic about DT. They will be able to share their DT knowledge and demonstrate their skills. DT enables children to gain a deeper understanding of the world that we live in and the role creativity has to play in the future of our planet.