Itchen Abbas Primary School
'Growing Hearts and Minds'

Subject Development and Rationale

Design and Technology

Intent of our History Curriculum

Itchen Abbas is a rural village on the River Itchen about 4 miles north of Winchester. Itchen Abbas is a rural village on the River Itchen about 4 miles north of Winchester. Within the area Itchen Abbas and other villages close to the main city of Winchester there a few local artists who exhibit around the area like Hampshire Open Studios with a range of artistry available. These range from painting, sculpture, ceramics, glass, furniture and even jewellery.

At Itchen Abbas we want to build a Design and Technology curriculum which is inspiring and practical. We want all children to use their creativity and imagination to design and make products and become problem solvers who can work creatively on a shared project. We want children to acquire appropriate subject knowledge, skills and understanding as in the National Curriculum. Children will be exposed to a wide range of media including textiles, food and woodwork; through this, children will develop their skills, vocabulary and resilience. It is our aim to link Design Technology to other subjects such as topic. We want Design Technology to prepare our children, to give them the opportunities, responsibilities and experiences to succeed in later life after they leave school.

Therefore, through our Design and Technology curriculum, we will give our children:

1. A understanding of problem solving and the steps to get to the end goal.
2. Skills and techniques to use later in life.
3. For children to broaden their vocabulary by understanding the language used in Design Technology.

Implementation of our Design and Technology Curriculum

The implementation of Design and Technology is supported by:

Scheme of Work

- A well thought out, whole school, yearly overview of the DT curriculum which allows for progression across year groups in all areas of DT (textiles, mechanisms, structures, food and electrical systems).
- Well planned and resourced projects providing children with a hands-on experience.
- Children are taught a range of skills ensuring they are aware of health and safety issues to the task they are doing.
- Design Technology projects from year 1 to year 6 address the principles of designing, making and evaluating and incorporating relevant technical knowledge and understanding in relevant context.

- Children being introduced to a specific designer, chef etc helping to appreciate human creativity and achievement and increase the cultural capital from which they can draw in the future.

The History Threshold Concepts are:

Designing Products This concept is about understanding how to develop, plan and communicate ideas. It is about understanding the properties of materials and components in order to be able to select appropriate materials for their purpose to create products. This concept involves looking at designs from different times and places and using these to inspire new designs. 
Making Products This concept involves working with tools, equipment, materials and components to make products. It is about mastering practical skills when making products using different materials, electronics, mechanics, textiles, construction and computing (software designing). 
Evaluating Products This concept is about evaluating processes and products. It involves suggesting and making improvements to their existing designs. 
Cooking and Nutrition This concept is about mastering skills through preparing a variety of dishes. It is about understanding how different foods are nutritious, the importance of a balanced diet and where food comes from. 

Organisation and Sequence of Learning

- Design and Technology is sequenced termly and is linked to other subjects.
- These are planned and organised by teachers where they delegate how long they need.
- They have a design, build and evaluate process.

Vocabulary and Abstract Terms

- Within our scheme and progression and assessment documents, subject specific vocabulary is identified which should be taught within each topic.
- Abstract terms have been identified for which children will build a definition of the word and be able to give technical examples of the context. This is because they are identified and taught in topics across school. The abstract terms we focus on are:

  Design
  Make
  Evaluate
  Technical Textiles
  Mechanisms Materials
  Cooking and Nutrition.

  These words are a starting point and developed further when working on a project.

Enrichment

- Trips and visits to local sites of historical significance are planned into the scheme of work. These are planned into the scheme and are an important part of the learning journey, supporting the acquisition of substantive and conceptual knowledge and encouraging enjoyment and curiosity within the subject. Otter class's school trip is to look at sculptures for their DT project that they are working on.
- Were possible, we speak to local residents to support us like local sculptures.

Support for Staff and Subject Knowledge Development

- In our small school, it is not always possible to have an expert in each subject within the staff. Therefore we use the National College as well as Hampshire to support subject leaders to develop their own expertise. We also have good ties with our feeder secondary school, Henry Beaufort, and local primaries and have developed networks to support our curriculum development.
- Teachers are given ownership and flexibility to plan for Design and Technology; often teaching DT as block of lessons to allow the time needed for the children to be critical; inventive and reflective on their work.
- Medium Term Plans are planned by teachers based on the 6 step enquiry approach. This is supported and evaluated by the subject leader.
    - Step 1 – teacher motivates the children and scopes the enquiry
    - Step 2 – children collect information in interesting and varied ways
    - Step 3 – children make sense of ideas and process the information
    - Step 4 – children draw their own conclusions, making their own meaning
    - Step 5 – understanding is checked, developed or refined
    - Step 6 – children create their final end product or outcome

How this Subject Works Alongside Others

- Where possible cross curricular links are made with other subjects. Where clear links with other subjects are made (for example art, History, Geography), these are mapped out on our curriculum map. Our curriculum map is designed by subject leaders and the Curriculum Lead has overall responsibility for ensuring accuracy.
- Where possible, links are made with core subjects. Where there is a written outcome, this will be a site of application writing task where children have the opportunity to demonstrate their writing skills
- In all topics, there are opportunities for cross-curricular links within specific lessons. An example is making a Mayan Mask when study Mayans in History. Another example learning about the Roman's in History children made spelt bread.

Early Years

In Early Years, Design and Technology is taught through a topic based approach as well as in their continuous provision which is developed each year through the children's interests. Teachers plan short topics based on the needs and interests of the children. Children can achieve these through continuous provision with enhancements adjusted to the children's needs, through child-led or adult-led activities. The Early Years Leader has develop progression maps which identify which skills will be taught at which stage to support children's historical development so they are ready for year 1 learning.

Communication and Language	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
Personal, Social and Emotional Development	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants;
Expressive Arts and Design	Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive ELG Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Impact of our Curriculum

Assessment and Progression

- Children will have a clear enjoyment and confidence in Design and Technology that they will then apply to other area of the curriculum.
- Pupil's skills and knowledge are assessed ongoingly by the class teacher, throughout lessons.
- At the end of each unit is a final outcome where children are able to demonstrate what they have learnt
- Teachers assess children's understanding of concepts and knowledge through observation and the final outcome and record this on wider curriculum assessment records. These are then used to inform future planning.

Monitoring and Pupil Voice

- Subject leaders evaluate the understanding of conceptual knowledge and abstract vocabulary through pupil voice of different groups of children and abilities. This supports the subject leaders evaluation of the subject.
- Subject leaders regularly scrutinise children's work in books to evaluate impact of teaching, advise the teacher on even better if and identify next steps in CPD
- How teachers have adjusted their lessons and supported children with additional needs so that all children have appropriate stretch and support.