



Curriculum Statement for the Teaching and Learning of Design and Technology

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is paramount. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Intent	<p>At Buckton Vale we strive to provide all children with opportunities to design, plan and evaluate developing creative thinking for a defined purpose and user. Children will be given opportunities to evaluate real products using a skills led curriculum that is challenging and creative, allowing children to plan, innovate and develop new products for a developing world.</p> <p>Children are taught to apply cross curriculum skills from maths, science, art and computing to enhance their learning in design and technology. They develop a deep understanding and critical thinking of how the wider world works and what impact this has on their lives.</p>
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	The Teaching of Skills	Lifelong Learning	Celebration of DT
Underpinned by	<p>Design and Technology is taught through a skills based curriculum and using a high quality scheme, projects on a page. Children are encouraged to explore, evaluate existing projects, developed technical vocabulary and knowledge which they use to innovate and plan new designs, testing them out for a defined purpose. Children are regularly taught skills of cooking and nutrition, how to make simple meals using a range of ingredients, cooking equipment and heat sources.</p>	<p>The children at Buckton Vale are taught skills through clear progression. They are given regular opportunities to revisit and practise skills throughout their time at Buckton Vale and apply new skills in meaningful and exciting lessons. Children are taught how design and technology has changed throughout history and given opportunities to explore how it may look in the future.</p>	<p>At Buckton Vale we regularly celebrate the children's work. Children are proud of their floor books and enjoy sharing these with visiting adults and parents. Children are given opportunities to showcase their products and are given opportunities to take part in competitions and whole school projects.</p>

	Curriculum progression	Enrichment	Resources
Implementation	<p>A clear skills progression is followed by teachers in their planning. This ensures planning effective and key skills and knowledge are developed in an appropriate, challenging manner. This ensure skills are</p>	<p>Children are given enhancement opportunities throughout their time at Buckton Vale, these include whole school projects, opportunities to prepare and cook meals, visiting companies/adults. Children are</p>	<p>Children are taught to use and have access to a wide range of real tools. Children of all ages are taught how to use tools safely and independently. Children also have access to a wide range of materials to explore and select from.</p>



<p>progressive and children build on them as they move through the Key Stages. They are then ready for the KS3 curriculum.</p> <p>Children are well prepared for the wider world.</p>	<p>given chance to take part in challenges at home, visits to local secondary schools and apply skills in cross curricular lessons.</p>	
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	Pupil Voice	Evidence and Knowledge	Evidence in Skills
Impact outcomes	<p>Pupil voice shows children enjoy their design and technology lessons. They are able to talk about what they have done and the process they explored during the project. They are developing an understanding of jobs and roles that are enhanced by skills developed in lessons. Children explain they understand how the skills developed in D&T lessons can support their life opportunities.</p>	<p>As D&T can create a range of work both practical and recorded. Each class will create a class floor book showing the development of the project and record key vocabulary and skills taught. These should include pupils voice and photographic evidence throughout the process.</p>	<p>Children follow a clear skills progression and this is clearly demonstrated in the floor books. Teachers record new vocabulary taught and children's responses to projects both verbal and written. Children demonstrate their understanding throughout the project.</p>