



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	At Buckton Vale we strive to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop in confidence and ideas through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Children will be given opportunities to build an awareness of the impact of design and technology on our lives and to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Our Design and technology scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. EYFS (Reception) units provide opportunities for pupils to work towards the Development matters statements and the Early Learning Goals.
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	The Teaching of Skills	Lifelong Learning and Celebration of DT	Topic Specific Vocabulary
Underpinned by	Design and Technology is taught through a skills-based curriculum and using the Kapow Design and Technology scheme of work (combined Art and DT: Long Term Plan). Children are encouraged to explore and evaluate existing projects. They develop technical vocabulary and knowledge, which they use to innovate and plan new designs, testing them out for a defined purpose. Children are taught skills of cooking and nutrition, how to make simple meals using a range of ingredients, cooking equipment and heat sources.	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. At Buckton Vale we regularly celebrate the children's work. Children are proud of their outcomes/products and enjoy sharing these with peers, visiting adults and parents.	Children across all key stages will be able to use and understand topic specific language based on the Design and Technology unit they are currently learning about and those they have learned previously.



	Curriculum Progression	Curriculum Links	Teaching Strategies and Resources
Implementation	A clear skills progression is followed through-out the main stages of the design process: design, make and evaluate. This ensures effective learning experiences where key skills and knowledge are developed in an appropriate, challenging manner. Skills are progressive, within a spiral curriculum, thus allowing pupils to revisit and build on their previous learning as they move through the Key Stages. Each stage of the design process is underpinned by the technical knowledge needed for the strand being covered. Children are well prepared for the KS3 curriculum and wider world.	Children are taught to apply cross curriculum skills from maths, science, art and computing to enhance their learning in design and technology. This will ensure pupils have the opportunity to develop and embed important skills. They develop a deep understanding and critical thinking of how the wider world works and what impact this has on their lives.	Our Design and technology lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. 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.



	Pupil Voice	Evidence and Knowledge	Evidence in Skills
Impact outcomes	Pupil voice shows children enjoy their design and technology lessons. They are able to talk enthusiastically 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 demonstrate that they understand how the skills developed in Design and technology lessons can support their life opportunities.	Design and technology lessons create a range of work both practical and recorded. Children's books evidence a broad and balanced curriculum and the development of projects. Children build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of identified users and scenarios. They understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.	In lessons, pupils follow a clear skills progression through the Kapow scheme and this is demonstrated in oral, written and final products. Pupils use acquired vocabulary within lessons. Pupils have the confidence to apply the skills they have learnt across the curriculum. We aim for pupils to be equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

We start each design and technology lesson by reminding the children about what they will be learning: This is a Design and Technology lesson. In Design and Technology lessons, we learn how to plan, design and create things (called 'products') which people use.