

Altmore & Lathom Schools Federation

KS1 D.T. Curriculum Intent/Policy

Subject Lead: William Cotter



Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

Intent What will take place before teaching in the classroom? What are we trying to achieve?	Implementation What will this look like in the classroom? How do we deliver our curriculum?	Impact How will this be measured? What difference is our curriculum making?
The school's senior leadership team will: <ul style="list-style-type: none"> • Ensure that the school has developed a clear curriculum overview with the intent of driving forward on-going developments which provide balanced and varied learning opportunities. • Ensure that the curriculum leader is provided with appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is of a high quality. • Purchases are ordered promptly once the school administration team receives purchase order intent from the subject leader. 	The teacher sequence will: <ul style="list-style-type: none"> • Teachers deliver children's design brief or children identify and create their own design brief with the support and help of their teacher. • Children will evaluate existing products, create designs and use this understanding to make their own product. • DT lessons will encompass an iterative appropriate throughout the learning process. • Children must identify the purpose of their product, who is the End User and make their product. • Children must explore designs and create prototypes to support the decision making process. • Children must reflect on their final product and identify strengths and improvements. • Children must choose appropriate materials in order to make their products 	Pupil Voice will show: <ul style="list-style-type: none"> • A secure understanding of the key techniques and methods for each key area of the curriculum: design, plan, make, evaluate. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing their own work and identifying their own strengths and areas for development.
As a subject leader I will: <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in their delivery. • Ensure an appropriate progression of knowledge is in place which supports children in knowing more. • Ensure an appropriate progression of design and technology skills is in place over time so that children are supported. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, 	The classroom will: <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Be organised so that children can work in small groups or whole class as appropriate to support children in their development of their skills. • Provide a selection of materials for children to explore and choose from when making their final product. • Have a risk assessment within class which is personalised for the sequence of learning taking place 	Displays and books will show: <ul style="list-style-type: none"> • Children have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of design and technology skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That children, over time, develop a range of skills and techniques across all of the areas of the

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<p>which builds on prior learning.</p> <ul style="list-style-type: none"> Support with learning journeys and teachers development of DT skills in order to deliver the best learning opportunity for our children. 	<p>The children will be :</p>	<p>design technology curriculum.</p>
<p>The class teacher will, with support from myself:</p>	<ul style="list-style-type: none"> Engaged because they are challenged by the curriculum which they are provided with. Resilient learners who overcome barriers and understand their own strengths and areas for development. Able to critique their own work as a design technician because they know how to be successful. Safe and happy in design technology lessons which give them opportunities to explore their own creative development. Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on design and technology skills and knowledge. Able to talk about a variety of famous design technicians over time. Develop design technology skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>As the subject leader I will:</p>
<ul style="list-style-type: none"> Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. Ensure resources are appropriate, of high enough quality and are plentiful so that all children have the correct tools and materials. 		<ul style="list-style-type: none"> Collate appropriate evidence over time which proves that children know more and remember more. Monitor the standards in the subject to ensure the outcomes are at expected levels. Providing support in structuring of termly learning journeys and lessons for less confident teachers when requested. Support in creating prototypes and identify appropriate resources which support the construction of specific products.