



# Sprowston Junior School Our Curriculum



Subject: DT

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This policy can be summarised using the three categories: intent, implementation and impact. These areas are used to monitor the effectiveness of our DT curriculum across the school.

## Intent:

- To provide a stimulating, innovative and challenging DT curriculum that is accessible for all.
- To make links to other disciplines such as mathematics, science, engineering, computing and art.
- To encourage children to learn, to think and intervene creatively, to solve problems both as individuals and as members of a team.
- To provide opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and encourage our children to become innovators and risk-takers.

## Implementation:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Select from and use a wider range of tools and equipment and materials to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Develop a range of different healthy meal options which explore the themes of healthy lifestyle, cost of produce, food from around the world and street food.

## Impact:

- Children will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Children will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others.
- Children will understand and apply the principles of nutrition and learn how to cook.

- Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child.

#### Statement:

At Sprowston Junior, we use Design and Technology to help encourage our children to be innovative, creative and authentic with their ideas. We teach DT to provide our pupils with opportunities to explore their creativity as well as develop their construction and problem solving skills. DT draws on disciplines such as mathematics, science, engineering and computing. Our aim is to ensure all children have the opportunity to develop their ability to design, create and evaluate so that they are able to learn from their actions, make the designing process meaningful and real for themselves and others, and to be inspired to future achievements.

At Sprowston you will find children who have a clear idea of what they are designing and why; who is the user they are designing for and what purpose will their product have. They will have the opportunity to use a wide range of materials and tools and given opportunities to work independently and collaboratively with others in a safe and nurturing environment where design decisions are made and developed by the children. As the children move up through the school their skills and knowledge will become more refined and all children will have the opportunity to fully fulfil their potential. Progressing each year pupils are introduced to specific design terminology whilst they plan, make and evaluate projects.

#### Organisation:

At the centre of our curriculum is an emphasis on developing a curiosity about the world that we now live in. DT and food technology will be taught in blocks across the school and teachers will ensure that projects have cross curricular links with other subjects. As we have mixed age classes of year 3/4, there is a two year cycle of planning for these classes. Year 5 and 6 is a one year cycle.