Design Technology Curriculum Rationale

At Abbey Lane, the Design Technology curriculum is designed to be enjoyable and creative, whilst also fostering pupils' problem solving and reasoning skills. Each year group studies three modules a year. One of these is food technology, another generally concentrates on sewing and fabric, with a third module focusing on making a product. The subject is split into five key strands;

- Design (whether following a brief or creating a new one from scratch further up in Key Stage Two)
- Making (assembling products using appropriate tools and materials)
- Evaluating (reflecting, critiquing and communicating opinions about the pupils' own work and that of others)
- Technical Knowledge (exploring the processes behind building and creating a product)
- Food Technology (nutrition, hygiene and health and safety around food and the kitchen)

As well as firing the imagination, Design Technology at Abbey Lane supports the development of pupils as critical thinkers, problem solvers and creative individuals, skills that will benefit the children throughout their academic and adult careers.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to the National Curriculum	The Design Technology curriculum starts in EYFS under the strand of 'Expressive Arts and Design'. Key Stages 1 and 2 closely follow the National Curriculum programme of study. This ensures cohesion and progression throughout school. Each topic is based around a knowledge organiser that provides an overview of the knowledge and vocabulary that the children will use as the basis of their learning.	**Pedagogical Approaches**	At Abbey Lane, children learn about Design Technology through the key strands of design, making, evaluating and technical knowledge, following the National Curriculum model. Food Technology is taught as a discrete unit every year for each year group. Practical opportunities are always provided, allowing the pupils to engage with the subject more closely. Group and individual work, problem solving and links to other parts of the curriculum are routinely used in each module of work.	**Approach to assessment**	Teachers and SLT are able to track children's progress, which can be seen through analysing data from year group assessment grids undertaken at the end of each teaching unit. Additionally, exit assessments are conducted to embed knowledge, whilst pupil's written and practical work is assessed weekly.
End points	The Design Technology Curriculum equips pupils with the skills, vocabulary and knowledge to complete progressively more complex projects throughout their Abbey Lane careers. Each module of work features a design brief, a set of designs produced by the pupils, evidence of understanding technology, systems or concepts, the use of prototypes and then an evaluated final product.	**Teachers' Expert Knowledge**	Staff expert knowledge and skills is shared through CPD meetings and feedback to staff through the co-ordinator. CPD is available to the co-ordinator in the form of courses and online learning.	**Performance Data**	Teachers assess based on the skills and knowledge outlined in the Abbey Lane DT curriculum. This allows teachers to judge whether pupils are working at age-related expectations. Gaps in learning can be shown and acted upon.
Sequencing	The Design Technology curriculum is built around teaching and then revisiting key concepts in order to consolidate and deepen the pupils' knowledge and understanding. From a firm base in EYFS, pupils in Key Stages 1 and 2 will revisit designing, making, evaluating, technical knowledge and food technology each	**Promoting Discussion and Understanding**	The evaluation stage of each Design Technology module allows for reflection and discussion, whilst opportunities are also made throughout the Key Stages for discussing the relevance and social context of the products that the children are making. The pupils use their knowledge	**Pupils' Work**	Each Abbey Lane pupil has a Design Technology 'scrapbook' which is the basis for the visual evidence for their learning. The scrapbook shows the journey of the product through context, design, making and evaluation, deepening in layers of understanding as the child passes through Key

	year, with the skills and concepts progressively deepening and adding layers of new understanding.		organisers to employ Design Technology vocabulary in each lesson.		Stages 1 and 2. Products are recorded and sometimes kept, with displays showing the process in a bright and innovative manner. In EYFS, children's 'Expressive Arts and Design is recorded in notes by teachers and is often displayed in the classroom.
Addressing Social Disadvantage	Planning and resourcing in Design Technology means that pupils of all backgrounds and abilities can access and shine in the subject. Tasks are matched to ability, with skills and concepts being introduced through a range of strategies. The subject lends itself well to kinaesthetic learners, and pupils can provide a range of evidence of progress through model making and evaluating.	**Knowing More and Remembering More**	Opportunities for retrieval practice are included in Design Technology lessons to ensure knowledge is transferred into long-term memory. Retrieval activities may require children to remember learning from the previous lesson, previous topic or even previous year to ensure the retrieval strength of powerful knowledge is high. Throughout all topics, there are opportunities provided for children to use learnt vocabulary to verbally explain and as part of written responses e.g. explanation, response to a photograph, labels/annotations on diagrams and pictures.	**Talking to Pupils**	Pupil voice provides year group teams and the subject co-ordinator with effective feedback, which will inform whether and how modules can be altered or changed. The pupils demonstrate their understanding, retention of skills and knowledge of the products they are studying through discussion in lessons when looking at knowledge organisers, and afterwards via direct questioning by teachers and the subject co-ordinator.
Local Context	The Design Technology curriculum has made use of links with institutions in the community, providing resources (Sheffield Libraries and University of Sheffield) and material (Sheffield Museum Services).	**Teacher Assessment**	Teachers use assessment for learning throughout lessons, taking time to reinforce key concepts and using the knowledge organisers at the start of each lesson to reinforce the use of subject vocabulary. The Design Technology scrapbooks demonstrate understanding, progression and possible next steps whilst the pupils own evaluation helps to identify any gaps in understanding, skills and knowledge. Assessment grids are used to record whether pupils are working at an age-related level at the end of the module.		