



Subject on a page – Design and Technology

Intent Statement

At William Booth we follow the Kapow Design and Technology curriculum. Throughout this curriculum children are taught to design, make and evaluate products as well as building on their technical knowledge. As part of their work with food, children are taught how to cook and apply the principles of nutrition and healthy eating. Our curriculum prepares children to take part in tomorrow's rapidly changing world and at William Booth we encourage our children to become independent, creative problem solvers, and thinkers as individuals and as part of a team. We want our children to leave William Booth having been engaged and intrigued by design and technology and understand the range of opportunities that design and technology can give them. They leave being able to design, make and evaluate and are interested in this area, whether it be a career, hobby or further education opportunity. We want design and technology to enable our pupils to identify needs and opportunities and to respond by developing ideas and eventually make products and systems whilst fostering a love of learning and technology.

Implementation: Scheme

At William Booth we use 'Kapow' to deliver an exciting curriculum to our children. Children explore a variety of units based around:

- Cooking & nutrition
- Electrical systems
- Mechanisms and mechanical systems
- Structures
- Textiles

Progression maps ensure key knowledge is built upon and children make progress each year.

Implementation: Resources

Progression maps and overview documents ensure key knowledge is built upon and children make progress and develop their knowledge and skills each year.

We use the Design and Technology Association to inspire our focus days and to help teachers to develop their skills, ideas and knowledge.

Implementation: Curriculum links

At William Booth we follow Kapow's Design and Technology curriculum where children are taught to experience the whole design process from first ideas to the evaluation of a finished product.

Implementation: Teaching and Learning approach

Projects are designed and delivered considering 6 key areas-

User- pupils should have a clear idea of the user of their product, considering their values, needs, wants, interests and preferences.

Purpose-pupils should be able to communicate the purpose of the product they are designing and making.

Functionality- pupils should design and make products that work/function effectively to fulfil the purpose for the intended user.

Design decisions- pupils should be provided with opportunities to make their own design decisions. This allows them to demonstrate their creative, technical, and practical expertise.

Innovation- in the designing and making process, pupils need scope to be original with their thinking

Authenticity- pupils should design and make products that are believable, real and meaningful to themselves and others.

Implementation: Environment

Projects are displayed and celebrated in our environment throughout school.

Ambassadors support the whole school to reflect and make changes to our environment.

Impact: Evidencing

Projects for each unit are either stuck into the theme books or completed onto Showbie. Teachers offer different ways that pupils can demonstrate their learning such as photographs, written, drawn, short pieces to video, presentations and discussions.

Our DT lead completes Showbie and book looks in the summer term to monitor what is being taught and the impact it is having. Pupil voice also plays a part in this monitoring. Feedback from this is used to adapt and change our DT curriculum and teaching where appropriate.

Impact: Assessment

During D&T lessons the whole process is assessed and not just the end product.

Children are encouraged to review and reflect on their own learning as part of the design cycle

Subject evaluation takes place in summer term by the D&T lead to assess learning completed, sequencing of learning and knowledge/skills gain.

Implementation: Feedback

Feedback is given to the children within lessons, by providing live assessment for learning and is based on the design cycle (research, design, make and evaluate).

Children are encouraged and taught to assess the success of their own designs.

Teachers use Kapow's pre-unit assessments alongside formative assessment to ensure adaptations are made where necessary.

Implementation: How groups are supported

(SEND, GDS, PP, disadvantaged, EAL)

Quality first teaching strategies to support all learners.

Adaptive teaching strategies support all learners.

Careful questioning to enable children to think more deeply.

Children use iPads to support learning.

Ambassadors support children in all year groups.

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and Showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)