At The Good Shepherd, we believe D&T does not just stand alone, but links to key skills across the curriculum. and prepares children for our rapidly changing world.

Intent—we aim to...

Deliver a purposeful and engaging curriculum which allows children to feel they can contribute ideas to an ever-evolving world of invention.	Encourage children to become independent, creative problem-solvers, identifying needs and developing ideas for products that are fit for purpose and user.	Provide children with key knowledge and explicitly teach practical skills and vocabulary so children can create and discuss their work confidently.	Link D&T to other subject areas such as Science, Maths and Computing to strengthen and transfer skills.

Implementation—How do we achieve our aims?

Strong Foundations

Design Technology is an essential part of learning in the Foundation Stage as it is incorporated in everyday learning. The D&T aspects of the children's work relate to the objectives set out in the Early Learning Goals (ELGs). We ensure that that the key foundational knowledge required for our KS1 D&T curriculum is fed into our Early Years environment and learning activities.

A consistent approach

Our D&T curriculum has been developed by the subject leader in accordance with the National Curriculum. In KS1 & KS2 , the curriculum is taught through 3 key areas of DT: Sew, Food and Make. The basic skills of D&T are taught in EYFS & KS1 are then enhanced in KS2. In lower KS2, each area of D&T is taught and these are revisited in more depth in upper KS2.

Allocated time

The D&T curriculum is taught once each term in KS1 and KS2, as either weekly lessons or blocked out time on the timetable.

Using equipment safely

Across the school, teachers model how to use tools and equipment safely. These technical skills are then practised by children prior to making their final products. D&T equipment.

Strong Vocabulary Development

Technical language is explored with children across the federation. Repetition of key language ensures that knowledge is retained and words are used by children in discussions. We believe that exposing children to technical language is an entitlement and that it will enhance their vocabulary.

Mechanical Systems	Wheels and Axels (Y2) Levers and Linkages (Y3) Gears and Pulleys (Y5)
Structures	Frame Structure (Y1) Freestanding structure (Y6)
Electrical Systems	Simple switches (Y4)

Textiles	Joining fabrics (Y1) Stitching (Y2 & Y3) Appliques (Y4) Blanket stitch (Y5 & Y6)
Food	Preparing food (Y1) Healthy choices (Y2) Healthy diet (Y3) Recipes (Y4 & Y6) Seasonality
CAD	Year 6 - Used with 'structures'

Implementation [continued]

Retrieval

Retrieval is used in D&T lessons to build up schemata and activate prior learning relevant to the lesson. Questions are designed based on the key concepts taught as well as prior topic specific knowledge. Teachers use **cold calling** strategies in lessons to ensure all children are active in their retrieval.

Oracy

Children are encouraged to develop their oracy skills in history lessons. Opportunities are provided for children to use stem sentences throughout the lessons to scaffold responses. Children are able to share their thoughts and ideas with their peers.

Consistent lesson structure

In KS1 & KS2 lessons follow the same structure. Children investigate and evaluate existing products first of all. Then they practise the skills or different techniques that they will require to make their own product. Afterwards they design their own product using their initial research. Finally they make their product using the plan and then they evaluate their own work.

Investigate & Evaluate → Practise → Design → Make → Evaluate

Critically Evaluating

Children in EYFS discuss their work and talk about how they made products. In KS1 begin to evaluate their own work, and that of others, giving useful advice and feedback. In KS2, children critically evaluate existing products and their own against their design brief.

Purposeful Products

Throughout EYFS & KS1 pupils will engage in a variety of creative and practical activities which will introduce them to the basic concept of design criteria and making something that is 'fit for purpose'. In KS2, children develop an understanding of what a design brief is, and design products with a purpose in mind

DESIGN BRIEF — PRODUCT — USER — PURPOSE

Pedagogy

Pedagogical principles are used in D&T lessons in order to support teaching and learning. Silent solo, turn and talk and think pair share are used throughout the school from EYFS to KS2.

SEND

We teach for all children with high challenge, low threat. Children are provided with scaffolds, where needed, to enable learning alongside peers. Children with SEND may be taught linked lessons with appropriate differentiated tasks.

Cross-curricular links

Links with Maths are created when measuring or exploring shape in particular. CAD (Computer Aided Design) is introduced in Year 6 , the use of computer technology reinforces our belief that D&T enables children to enhance their skills in other subject areas (in this case Computing). Links with Science are evident through the food topics covered in KS1 and KS2.

Impact—how will we know we achieved our aims?

After receiving our high quality D&T curriculum, children will be ready to make an essential contribution to the creativity, culture, wealth and well-being of the nation.

Children produce high-quality work that offers a solution to a problem or a contribution to the world of design, and these products are fit for purposes and users.

Children know more and remember more about D&T and this is demonstrated through the work they produce and in discussion.

Children critically evaluate the work of other designers and inventors and have a developed understanding of how their work contributed to the wider world.

Children demonstrate their knowledge of Science (and Maths when appropriate) during D&T lessons.