Design and Technology Curriculum Rationale

Willow Primary Academy

INTENT

Alignment	At Willow Primary Academy, we used the Cornerstones Curriculum Maestro for Design and Technology to assist us in creating our own bespoke curriculum. Our curriculum is in alignment with The National Curriculum to ensure complete coverage across all stages of Primary.
End Points	Our Design and Technology curriculum is designed to prepare children for the developing world. Children will study a food and nutrition unit every year. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.
Sequencing	Teachers plan Design and Technology effectively using our bespoke road map MTPs and unit overviews. Teachers map out learning using the timetable tool on Cornerstones Maestro. The key elements that make up the teaching and learning approach for Design and Technology are: • Engage • Design • Make • Evaluate
Social Disadvantage	A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant special educational need. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning.
Local Context	We want all children to be prepared for the developing world. We believe that the teaching of food and nutrition is of great importance and holds great relevance in current times which is why cooking is taught in all year groups at Willow Primary Academy.

IMPLEMENTATION

Pedagogical Approaches	Teachers ensure that pupils see the 'purpose' of each lesson and the content. Teachers also ensure deliberate and intentional retrieval of previous knowledge to build on previous learning. Regular checkpoints and formative assessments within lessons to tailor lessons to the needs of pupils.
Teachers' Expert Knowledge	The subject leader is responsible for monitoring the teaching and learning in Design and Technology. By undertaking regular monitoring activities, the leader will have a good understanding of what is being taught in the subject, the outcomes, and progress of pupils. They will also identify any areas to be developed and will endeavour to tackle these areas through coaching and mentoring colleagues.
Promoting Discussion and Understanding	Discussion and effective questioning by the teacher is key to allowing pupils to recall new knowledge. It will also help them make links between new material and prior learning. Using formative assessment each lesson, information can be recalled by the children from their long-term memory.
Knowing and Remembering More	Our curriculum outlines core knowledge and skill development for each year group. Key technical terminology is taught in context. Teachers will begin each unit by capturing children's prior knowledge.
Teacher Assessment	Effective modelling, observation and questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed as does marking and feedback during or between lessons.

IMPACT

Approach to Assessment	In Design and Technology, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals.
Performance Data	At the end of each term, teachers will have gathered a range of evidence based on what the children have covered to make a judgement as to whether pupils have achieved. Teachers record their judgements termly on Insight.
Pupils' Work	Sketchbooks are key to capturing pupil work. Additionally, pupil work may be displayed in communal areas. Further evidence may be found in homework as we offer a curriculum menu each half term at Willow Primary Academy to consolidate learning across a range of foundation subjects.
Talking to Pupils	Talking to pupils is key to the continual refinement and development of the Design and Technology curriculum. Pupil voice conferences provide valuable feedback which is used to assess pupil's understanding and the success of units of work.