Green Wrythe Primary Curriculum DT

Intent
Vision and Objectives: • **Purpose:** Our curriculum is designed to provide all pupils at Green Wrythe Primary School with the knowledge and skills necessary to succeed in Design Technology ensuring a broad and balanced education, encompassing a range of skills from different times and cultures. • **Aim:** We deliver an ambitious, inclusive curriculum. • **End Goals:** By the end of each key stage, pupils will have a comprehensive understanding of essential skills,, concepts and knowledge, preparing them for the next stage of their education. • **Values:** Our curriculum reflects our school's commitment to inclusivity, creativity, and community engagement, aligning with British values and national policies.

Implementation - Through our **GW Drivers**, our Curriculum			
Inspires Excellence by:	**Fosters Positive Relationships** by:	Provides **'Golden Ticket'** learning by:	Promotes **Mastery** by:
Exposing children to a broad range of design and technology from pre-history to the present day, from a wide span of styles, traditions and cultures. Showing children what the 'best' looks like so that they aim high to reach their full potential. Demonstrating a clear understanding of how children's skills develop.	Developing a sense of enjoyment and fascination in learning about different processes and design methods, both in school and the wider World. Providing opportunities to work collaboratively with others, in order to develop key skills like respectful challenge, turn taking and constructive feedback.	Planning a rich, engaging, and inclusive learning experience that equips our pupils with disciplinary and substantive knowledge of how DT has influenced the world, and reflects its history, and how DT is used today.. Planning a curriculum that is carefully sequenced to build on prior knowledge, and age appropriate skills ensuring progression and depth of learning.	Embedding a deep, secure, fluent understanding of key concepts in children, that can be adapted and applied in different concepts in DTlessons and across the wider curriculum. Centering on deepening knowledge and practising and refining skills in both designing, making and reviewing. Delivering the curriculum through high quality instruction with a clear skills focus.
Ensures **Equitable Access and Support** by:	**Promotes Oracy** by:	Facilitates **Formative Assessment** by:	Encourages **Always Learning** by:
Employing diverse teaching methods to cater to various learning styles, promoting curricular access, active learning and critical thinking.	Providing opportunities for children to discuss, debate and share ideas. Allowing children to develop their communication and articulation skills, and encouraging the use of subject specific	Integrating a variety of assessment for learning tools throughout to monitor pupil progress and understanding, provide feedback and inform teaching.	Fostering a love for learning, critical thinking, and a sense of curiosity. Supporting teachers to develop their subject knowledge continuously, as part of high-quality teaching.

Allowing children to take creative risks with their learning.	vocabulary to explain ideas and present to wider audiences. Providing opportunities for children to listen with purpose.		

Impact - Our Curriculum allows our pupils to live our **Values,** showing they are:			
Aspirational by:	**Compassionate** by:	**Resilient** by:	
Setting high expectations during lessons in order for children to strive to reach their full potential. Stimulating imaginative and creative thinking, facilitating their understanding of the world and their engagement with the work of designers, makers, architects, engineers and craftspeople.	Becoming incisive and considerate evaluators of their learning for instance developing informed opinions of the effectiveness of their finished product or designs.	• Becoming critical and considerate evaluators of design and technology • Viewing and learning about technology, design and engineering from different cultures and backgrounds which fosters respect for different faiths and values. • Modifying and changing work to meet personal learning goals.	
Responsible by:	Inclusive by:	Reflective by:	
Providing opportunities for them to learn how to use equipment safely and skillfully.. Allowing children to take responsibility for their learning and view mistakes as learning opportunities. Providing children with opportunities to reflect on the environmental impact of materials.	Learning about the achievements of different cultures and backgrounds which fosters respect for different faiths and values.	Allowing children to evaluate their work and have the confidence to make alterations as necessary. Giving opportunities to reflect on the work of a variety of designers and makers from a variety of genres and be able to talk about the creators intention and purpose.	