**Curriculum Overview for Design and Technology**

The purpose of our curriculum at Fowey Primary School is to open the door to the world beyond our town for our children. We want children who leave Fowey Primary School have a sense of place and to be full of knowledge and wonder for the world they live in and ready to take on challenges with confidence and pride.

Core knowledge is identified for individual topics and revisited in a variety of ways to support children's acquisition of knowledge and skills. We are ensuring children know more, remember more, and make links with prior learning and have the opportunity to consolidate their thoughts and ideas.

**Fowey Curriculum development – 4 Learning Buoys**

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|  |  | **Design and technology** |
| Pupil make excellent progress toward ambitious  curriculum goals | We think carefully about what the children need to be able to do, know and say at each point in their learning to succeed. This sequence ensures that pupils spiral back to key concepts and ideas throughout their learning within a subject and these concepts get progressively more complex over time | * Links to prior learning and key concepts taught again in a more complex way (Design processes are revised yearly) * End of unit opportunities to show learning * Lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes * Units are fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted |
| Knowledge rich, embedding skills deeply and durably | We ensure that we are developing substantive and disciplinary knowledge throughout the subject areas. The knowledge that pupils need is clearly mapped, and regular retrieval ensures that this is learnt and remembered over time. Direct instruction and the use of questioning, alongside opportunities to practice and rehearse ensure the durability and flexibility of the learning. Our teaching and learning ensure that teachers have the strategies needed to create change in the pupil’s long-term memory | * Knowledge progression and skills progression documents referred to. * Use of Kapow to plan lessons and for teacher CPD. * Variety of teaching approaches used throughout learning including: teacher demonstration, recording, drawing, watching videos, researching, observation, evaluating, re telling * Opportunities to experiment with aspects of DT to develop creativity and curiosity |
| Language rich for developing speaking and listening for effective communication. | We think clearly about how we communicate knowledge and information. We ensure all learners have clear overviews that support the delivery of the subject. Instructional coaching helps staff to adapt, scaffold and stretch the curriculum resources to ensure it meets the needs of all learners. Where possible visits and visitors are used to help embed the learning. Children have opportunities to celebrate their work with presentations and conversations. | * Progress occurs through recurrence   and expansion of vocabulary   * Expanding DT vocabulary which allows pupils to increase their capacity to understand different facets of design because they have rich vocabulary to describe and analyse it. * Recognize vocabulary instantly when they meet it again and therefore making space for new vocabulary because certain words are already fixed in their memory |
| Aspirational, inclusive, and diverse content  And our CARE values | We want the best for our pupils and have high expectations for all pupils every year. Our curriculum is diverse across all subject areas both within the units and across them, thinking carefully about not only the knowledge that the children learn but how that is constructed. Our curriculum is inclusive and assessable to all pupils, with careful scaffolding, flexible groupings, adapted teaching and additional support when needed. | * building knowledge through oral work. * plenty of aural work (listening) and oral practice (speaking). Handling of equipment and skills to use equipment safely * Seeing ‘real life design’ * brief spurts of punchy, pacy, whole-class work which keep pupils attentive and focused. Like rhymes, poems and songs, the pleasure and satisfaction that comes through being able to join in on choral response, enabling all pupils to ‘feel’ the vocabulary in their ears and on their tongues. * pre-teaching of content/specific vocabulary * Retrieval practice has two roles: checking they remember and strengthening memory * Use of outside school area and local area, visitors to enhance learning experiences for all pupils. * Our CARE values ensure that we have a progression of values and personal development across all year groups. |