Design and Technology Curriculum Rationale

INTENT	
Alignment	At Thurlby CP Academy, we have created a curriculum n 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 'Progression on a Page' from the DT Association. Teachers map out learning the core elements that make up the teaching and learning approach : • Investigative and Evaluative Activities (IEAs) • Focussed Tasks (FTs) • Design, Make and Evaulative Assignments (DMEA)
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 Thurlby CP 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 mentoring colleagues and CPD as appropriate.
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	The DT Association materials includes 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 bank based on what the children have covered to make a judgement as to whether pupils have achieved.
Pupils' Work	DT journals are key to capturing pupil work. Additionally, pupil work may be displayed in communal areas.
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.