Design Technology Curriculum Rationale

At Thurcroft Junior Academy we pride ourselves in getting the children to engage in the world around them through our Design Technology curriculum. We ensure that we give the children time to design, make and evaluate at all times in order to explore deeply into their work. Our curriculum enables children to ask questions and gain answers via enquiries and experimenting, which enables the children to become fully engaged and engrossed into their learning. Through our curriculum we strive to give the children the understanding of uses and implications of design and technology in our world today and in the future.

INTENT		IMPLEMENTATION		IMPACT	
 **Alignment to the NC**	At Thurcroft Junior Academy we use the ACET planning, which closely follows the national curriculum. This enables there to be a clear flow and cohesion through our academy from Year 3 to Year 6.	 **Pedagogical Approaches**	Within our academy, we strive to make Design Technology as practical as possible as we believe this is where children really learn best and their engagement is much more apparent.	 **Approach to Assessment**	Self and peer assessment is used throughout our Design Technology curriculum in order to assess the children's work against the design criteria. Formative assessment is also used throughout lessons to give children instant feedback on their products and ideas.
 **End Points**	There is always an end point at the end of each unit of work for each unit of work. Each unit of work across all year groups enables the children to design a product, make a product and then finish by evaluating the product. The skills in which they learn through or Design Technology curriculum can be applied to everyday life.	 **Teachers' Expert Knowledge**	All teachers within the academy are trained to work with the ACET planning. CPD and staff training is available if teachers require it to build on their knowledge. There is also a Design Technology coordinator, who oversees the curriculum within our academy, who is able to answer any queries or help with any targeted learning where possible.	 **Performance Data**	Parents and carers receive a summary of their achievements throughout our Design Technology curriculum at the end of the academic year.
 **Sequencing**	The ACET curriculum enables children to build on their knowledge each year right the way from Year 3 up to Year 6. Each year, children build on their prior knowledge to dig deeper into their learning in order to gain a more in-depth understanding of key concepts and ideas.	 **Promoting Discussion & Understanding**	Discussion is promoted throughout teacher input in order for children to build on each other's existing knowledge. We try to promote discussion based around key vocabulary within the Design Technology curriculum as we have a significant focus on vocabulary throughout all of our curriculum currently, so we are trying to weave this into a variety of subjects.	 **Pupils' Work**	Within our academy, our Design Technology work is recorded in a variety of ways. When children complete practical activities, photographs are often taken of their work in order for children to reflect back on their work. When children are designing and evaluating their work, this is recorded in their curriculum learning books or in our class floor books. At Thurcroft Junior Academy, we have high expectations of our students, including with the quality of their work as well as their presentation, therefore we ensure the same quality of work across all areas of the curriculum.
 **Addressing Social Disadvantage**	Within our academy, we believe every child can engage and achieve within every subject. With clear scaffolding and high quality teaching, all children are able to access our Design Technology curriculum. Pre-teaching and over-teaching may be required in order for some children to achieve, this being said we ensure that the curriculum is fully inclusive.	 **Knowing More & Remembering More**	Within our academy, we always recap previous learning to check children's understanding and sometimes will revisit previous learning if their understanding is not quite there. Each year, the curriculum builds on previous learning. For example, food technology is a unit of work each year from Year 3 all the way through to Year 6 – this meaning that we are needing to revisit previous learning to check understanding before we introduce the children to new concepts and ideas.	 **Pupil Voice**	At Thurcroft Junior Academy, we are regularly gaining feedback from our children to find out their opinions on our curriculum. Staff members work closely with the pupils to constantly be improving our curriculum to gauge children's interests in order to consistently gain a high level of engagement.

 **Local Context**	In Design Technology, we cover a variety of different topics, ranging from wood work to food technology, some of these in which children may not have been exposed to at home or in their everyday lives. Therefore, through our varied curriculum we try to expose children to as many different aspects as possible, in order for them to apply their skills to their everyday life.	 **Teacher Assessment**	Targeted questions are used throughout teacher input within lessons in order to informally assess children's understandings. When children have made a product, teachers will work with the children to assess whether it has met the criteria of the product which was intended, as this will show whether they have a clear understanding from previous learning.	