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| **Trewirgie Design Technology Curriculum** | | |
| **Scope** |  | **Components- content and skills to be taught** |
| * National Curriculum coverage * Deliberate decisions made about what is taught when, building from EYFS with key strands identified (cooking and nutrition, textiles, structures, mechanisms) * Additional DT opportunities taught through outdoor learning and science (using tools and building structures) | ●  ● | Key knowledge is identified through the strands, showing progression from EYFS to Year 2  Vocabulary is deliberately mapped out showing progression, building on year on year   * Evaluations are progressive from year to year * DT skills are also progressive each year building upon one another |
| **Lesson sequencing** | |  |
| * Each unit is broken down into individual 4 lessons which show how the lessons are sequenced, building on each other * Lesson 1 will be learning which involves investigating and evaluating and existing product. * Focused tasks in which children develop knowledge and skills * The final outcome is designing and making a product for purpose. * An evaluation will always take place at the end of unit. | ● | DT folders show progression of skills   * Access to text and videos that match abilities |
| **Retrieval** |  | **Enrichment** |
| * Planned and systematic opportunities for prior learning to be retrieval – from **previous units of learning** * Opportunities for prior learning to be retrieval – from **previous lessons**, within the lesson design * Opportunities to recap and recall skills taught planned in * Retrieval at the beginning of each lesson | ● | Outdoor learning using tools and cooking on a fire  Aspens teaching additional cooking lessons  Brand new cooking equipment to enhance what children can make in addition to units taught |
| **CPD** |  | **SEND Adaptations** |
| * Evidence of CPD undertaken by lead. * Attendance at TPAT DT Forum. * Evidence of CPD provided for staff. * Videos on Kapow website to support understanding of skills taught | ●  ● | Identify where barriers to learning are in the sequence of learning for specific adaptations for the 4 area of need SEND Adaptations made for children who may find recording challenging, including use of technology |
|  | ● | SEND Adaptations specifically for DT e.g. for children who find fine motor skills challenging |
|  | ● | Evaluations to be considered using technology |
| **Monitoring** |  | **Assessment** |
| * Monitoring schedule in place for DT * Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted * There is evidence of children showing knowledge and understanding in books, floor books or on a technology platform * Children can talk about DT and can demonstrate skills. * Pupil conferencing shows that children can talk through the learning ensuring that the knowledge matches the end points / knowledge organisers | · Formative assessment through verbal questions throughout the lesson planned in to assess knowledge and understanding   * End of unit assessment appropriate to the learning taught * Assessment strategy in place for DT clear to staff and children | |
| **Impact** | | |
| * The intended DT curriculum is enacted * Children have developed a love of DT and can talk enthusiastically * Children’s understanding of how DT impacts the wider world is enhanced and children can talk about possible careers in the DT industry * Children are knowing more, understanding more and doing more aligned to end points decided on by school * The DT curriculum is accessible to all children * Children are showing a progression of skills and evaluations are of a high standard | | |