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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 2Vocabulary 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
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| **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
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| **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 fireAspens 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
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| **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
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