The Carlton & Faceby and Bilsdale CE Federation
Design Technology on a page

<table>
<tr><td colspan="2"><u>Our Curriculum Aims</u>

• Understand and welcome diversity
• Have a love of learning with a thirst for knowledge
• Be fluent, enthusiastic readers
• Have competent (and confident) maths skills
• Be ambitious, inspired, articulate and curious
• Have opportunities to be explorers
• Be ready for the next step in their education, and later life</td></tr>
<tr><td><u>Design Technology Subject Non-Negotiables</u>

• Long date and LO/title (can be printed onto slip/sticker)
• Knowledge retrieval at the start of the lesson (last lesson/topic/year)
• Knowledge Organiser at the start of each unit
• Clear introduction of / recap of key vocabulary</td><td><u>Assessment in Design Technology</u>

• Formative assessment through verbal feedback in the session
• Marking in line with feedback policy
• Peer assessment / ‘Walking Gallery’
• Assessment against objectives for the lesson/unit
• End of unit assessment e.g. Cornerstones Express assessment
• Summative assessment at the end of a unit on Insight, judged against Curriculum End Points</td></tr>
<tr><td><u>SEND in Design Technology</u>

• Individual needs catered for as per SEND pupil plans
• Pre-teach key words
• Revisit key vocabulary regularly in different contexts
• Use of visual cues to support written work
• Mixed ability grouping
• Adaptive teaching to scaffold/challenge
• Alternative recording options (laptop,
• scribe etc.)
• Adapted materials</td><td><u>Design Technology and EYFS</u>

ELG Speaking:
• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
ELG: Managing Self:
• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
ELG: Fine Motor Skills:
• Use a range of small tools, including scissors, paint brushes and cutlery.
• Begin to show accuracy and care when drawing.
ELG: Creating with Materials:
• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
• Share their creations, explaining the process they have used.</td></tr>
<tr><td><u>Federation Fab 15</u>

• Visit a museum
• Go on a residential trip
• Visit a city
• Attend a school club (Fashion & Design, Wisdom of the Woods)
• Visit the beach (Beach huts)</td><td><u>Resources</u>

• Cornerstones Curriculum resources
• School books and artefacts
• Loan Boxes
• Unit specific resources need to be ordered in advance via Admin staff (teacher responsibility)</td></tr>
<tr><td><u>British Values</u>

• Democracy- we take others' views and opinions into account but still have the right to make our own choices. We take turns both in speech</td><td><u>Learning Beyond the Classroom</u>

• Wisdom of the Woods sessions for EYFS-KS1
• Visits to museums
• Use of real-life artefacts</td></tr>
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and practically when working with others. We understand that it is not always possible or right to have our own way and understand the value of compromise.

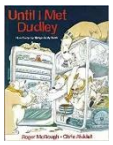
- ***The rule of law***- we learn to understand the importance of safety rules when using tools to keep ourselves and others safe. We learn to understand and accept that if these rules are not followed that there are consequences to this.
- *Individual liberty*- we understand that we can listen to others but can also use our own ideas and design choices when making a product. We learn to accept that others' ideas may not be the same as our own, but we are able to accept this.
- *Mutual respect*- when designing and making we learn to listen to and consider the ideas and opinions of others even if they differ from our own. We learn to take turns during discussions to resolve difficulties or make decisions. We offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but also sensitive to the listener.
- ***Tolerance*** *of different faiths and beliefs*- we tolerate ideas from others that are different to our own. We understand that many great design ideas originate from other cultures and religions.

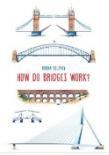
- School visits – coastline, city visit
- Use of outside agencies where appropriate

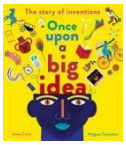
Reading in Design Technology

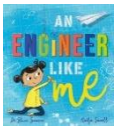
- Each KS1 and KS2 unit includes a book list, linked to the design topic, to be used at teacher discretion
- Researching designers and inventors











Christian Vision

At Carlton & Faceby and Bilsdale Schools we are KIND:

Kind and accepting
Independent learners
Never giving up
Determined to be our personal best

- Pupils consider how the past influences the present.
- Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
- Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Cultural Capital in Design Technology

Pupils are exposed to the work of great designers, creating intrigue and curiosity around design. They develop a deeper understanding of the design process and what constitutes design.

Design Technology units study the following key areas, giving children opportunities to learn about designers and inventors from a range of cultures:

- Cooking and nutrition
- Mechanisms and mechanical systems
- Structures
- Textiles

Hands-on experiences: designing and making, cooking
Cross-curricular: e.g. science and nutrition, history and designers influences on the present day (e.g.Henry Ford)
Community Engagement: visits to museums