





Design and Technology Curriculum Intent – Kilmington Primary School

The National Curriculum			
<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. 			
Curriculum Intent			
<p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. 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.</p>			
Curriculum Design			
<p>Kilmington School operates with mixed age classes and follows a two year rolling programme to cover the full range of topics in each curriculum subject. Using the 'Grammarsaurus' scheme of work as a foundation, units of learning are planned to motivate and inspire pupils through meaningful and purposeful learning opportunities. These will draw knowledge and understanding together in a coherent manner through generating and exploring 'key questions'. Wherever possible, units will enhance other cross curricular learning. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.</p> <p>There is a clear skills development pathway identified for each curriculum area which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.</p>			
Nurturing lifelong learning behaviours through Design Technology			
<p>Motivation/ Resilience</p> <ul style="list-style-type: none"> Keeping going Perseverance Resilience Not giving up <p>I'm Wilbur Woodpecker</p> 	<p>I'm Olive Owl</p>  <p>Engagement/ Reflectiveness</p> <ul style="list-style-type: none"> Planning Reflecting Thinking things through 	<p>I'm Betty Bee</p>  <p>Collaboration/ Reciprocity</p> <ul style="list-style-type: none"> Listening Sharing Collaborating Working as a team. 	<p>Thinking/ Resourcefulness</p> <ul style="list-style-type: none"> Curiosity Finding out Why? Where? When? Who? <p>I'm Samuel Squirrel</p> 
Seeing through a project despite set-backs: eg. difficulties joining materials	Choosing the right fabric to suit a specific purpose	Creating a questionnaire to gauge popular choices. Create a healthy meal working together in group.	What happens if I use Marmite instead of jam? How can I get the wheels to rotate?
Evaluation			
The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.			