



**Creativity**



**Challenge**



**Community**

## St Mary's Subject Intent Document

### **Our Curriculum Intent at St Mary's CE School:**

To develop a carefully designed, sequential curriculum, underpinned by progressive knowledge and understanding, equipping our children for their future lives. It is aspirational, providing problem solving, challenge and creativity whilst developing character including responsibility, reliability and perseverance. The curriculum ensures the children are able to celebrate uniqueness and diversity and apply their learning to positively impact the local, national and global community.

In order to achieve our Curriculum Intent, we have designed our curriculum around the following **Principles of design**:

- **Core and Progressive knowledge** – a minimum entitlement that all pupils will be required to know, grounded in the National Curriculum



#### Creativity

We design our curriculum to be as creative as possible, inspiring through first hand experiences which are inclusive and meeting the needs of the individual. We aim to learn and think creatively through a broad curriculum which enables all learners to discover, celebrate and nurture their talents.



#### Challenge

Inclusively, we aim to challenge all pupils through high expectations of behaviour and academic success. Working collectively, supporting one another, our curriculum broadens children's life experiences and enables children to take risks in a supportive environment. Central to this, is building self esteem and encouraging deep thinking, valuing pupil voice and providing rich learning experiences.



#### Community

Not only do we engage the community in learning, but we encourage sharing learning with the community. We aim to provide a curriculum which establishes a good foundation to enable our children to be inspired to make a difference in the world. Outdoor learning and taking responsibility for the environment is central to this as well as contributing meaningfully to our local, national and global community.

## End points of our curriculum:

<b>Principles of design</b>					
<b>Aspiration</b>	PP / SEND / HAPS / EAL	Extended experiences	Subject related careers e.g. how learning is applicable / related to real world situation		
<b>Core Knowledge</b>	Subject based				
<b>Procedural / Powerful Knowledge (skills)</b>	Literacy / numeracy reinforcing opportunities within subjects	Debate / oracy skills and confidence	Opportunities to grapple with big concepts / ideas	1. Communication 2. Problem solving 3. Resilience 4. Initiative 5. Organisation 6. Teamwork 7. Digital literacy 8. Creativity	
<b>Developing Cultural capital</b>	Student Entitlements (e.g. trips / out of school clubs / residential)	Vocabulary extension and aspiration	Wider reading (stretch & challenge texts)	Engaging with inspirational visits and visiting speakers	School Values: Trust Responsibility Respect Honesty Perseverance
<b>Developing Character</b>	Values being lived out in practice	Excellent behaviour for learning	Attendance and punctuality	Independent study skills	
<b>Creativity</b>					
Identifying and addressing <b>Context</b> specific need <b>Community</b>	Healthy lifestyles (Healthy relationships)	Rural Engagement with Yorkshire Dales and Lake District	Developing Understanding of Diversity within the country and world		
<b>Learning is Sequential</b>	Key themes enhanced by Rosenshine's Principles of Instruction				

## **DT subject Intent:**

Our intent is comprised of the following 3 sections:

1. Our vision for the subject and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

### **1. Our vision**

At St Mary's design and Technology sequentially develops children's skills and progressive knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. It encourages children's creativity and encourages them to think in an aspirational way about important issues, as outlined in the National Curriculum document. We follow a 'Design, Make, Evaluate' approach to the teaching and learning of DT, and use creative, problem solving questions to initiate design. This creative curriculum gives the children the opportunity to apply their skills and knowledge to a greater depth (mastery) level. Our scheme, 'Projects on a Page' ensures we have the basis for this vision, allowing them to celebrate their unique, individual skills and positively impact the local, national and even global community.

### **2. Our key concepts and core domains of knowledge**

In EYFS, the early learning goals for Expressive Arts and Design indicate what children should know, understand and be able to do by the end of the reception year. We ensure a significant proportion of this learning is delivered through high quality D&T experiences and activities, enabling children to 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function' and 'use what they have learnt about media and materials in original ways, thinking about uses and purposes'. EYFS D&T at St Mary's also makes an important contribution to young children's learning across the remaining six areas of the EYFS framework, including Understanding the World, Physical Development, Literacy, Mathematics, Personal, Social and Emotional Development, and Communication and Language.

At Key Stage 1, learners will start to study the Projects on a Page scheme and cover the National curriculum requirements. Over the life of their learning, learners will study:

- Mechanisms - Sliding/levers and Wheels and axles
- Structures
- Food – preparing fruit and veg
- Textiles
- Templates and joining techniques

At Key Stage 2, learners will develop skills in the DT curriculum. Over the life of their learning, learners will study:

- Structures - Simple shell structures/Frames
- Food - Healthy and varied diet
- Electronics -Circuits and switches/ monitoring and control
- Mechanisms pneumatics
- Textiles - 2D to 3D product/ Combining different fabric shapes
- Mechanisms -Cams
- Food - Seasons and culture
- Mechanisms Levers and linkages/ Gears and pulleys

### **3. The end points of our curriculum**

Our learners will be able to:

- Use a deep variety of technical vocabulary in connection to designing and making, over a wide range of topics. To be able to discuss reasons behind their thought processes and solutions to problems. Work collaboratively in groups with their peers, showing each other respect and compromising to find common ground.
- Develop skills systematically throughout their school journey at St Mary's; building on previous learning in textiles, materials, mechanics, food. Use tools, measuring equipment and presentation skills in an increasingly proficient manner. Develop strategies to evaluate their product and resolve shortcomings.
- Understand that the concepts of Design and Technology have a fundamental role in the world around us. Realise how the necessity for problem solving, through creativity, has shaped the world as we know it and will continue to do so in the future. Understand that there are many professions, hobbies and past times that require skilled designers and engineers.

- Foster a lifelong passion for thinking how to overcome an issue and develop ideas in how to solve practical problems. Be able to evaluate themselves and others working, whilst working collaboratively and independently. Develop enjoyment and fulfilment in a subject has no boundaries and limits in success.

Design and technology is an incredibly inclusive subject, with no barriers to success, or limits in its appeal. The St Mary's DT curriculum offers a range of learning to inspire inquisition for all. Teachers are encouraged to be confident, ambitious and creative in their teaching, requiring the children working at greater depth to challenge their thinking and stretch their abilities as the skills develop.

Children with identified special educational needs often reveal their true talents and strengths in Design and Technology. Children with specific learning difficulties, such as dyslexia are renowned for their intuition and this is a subject that they can lead the way with their peers and receive the acclamation they deserve. Children with physical difficulties benefit from the chance to develop fine motor skills as tools and materials are used, for example in food technology. Our children with communication difficulties make huge advances in the opportunities to work collaboratively in creative, fun and rewarding tasks with their peers, away from the pressure of the more academic subjects. Staff are encouraged to celebrate these successes through display and sharing platforms.

These skills and confidence that they acquire, through our thorough curriculum, can be transferred to other areas of learning and carry them forward into the next stage of their education and indeed their adult life.