




















Design and Technology Curriculum





Glascote Academy Curriculum

Aim	Our aim is for every child to be a citizen of the world with an instilled sense of Pride in themselves, in their work, in their school and in their community							
Trust Vision	Inspiring all to excellence							
Trust Values	We care 	We leave no-one behind 	We celebrate individuality 	We are brave 				
Virtues	Perseverance 	Respect 	Inquisitive 	Duty 	Expressive 			
Big Ideas	G Globalisation 	L Leadership 	A Adventure 	S Significance 	C Change 	O Observe Critically 	T Traditions 	E Enterprise 



Curriculum Intent



Upholds and promotes our vision of "Pride"

Raises aspirations and opens their eyes to a world beyond their immediate surroundings

Shapes independent and co-operative learners who learn from their mistakes

Promotes a life-long love of learning

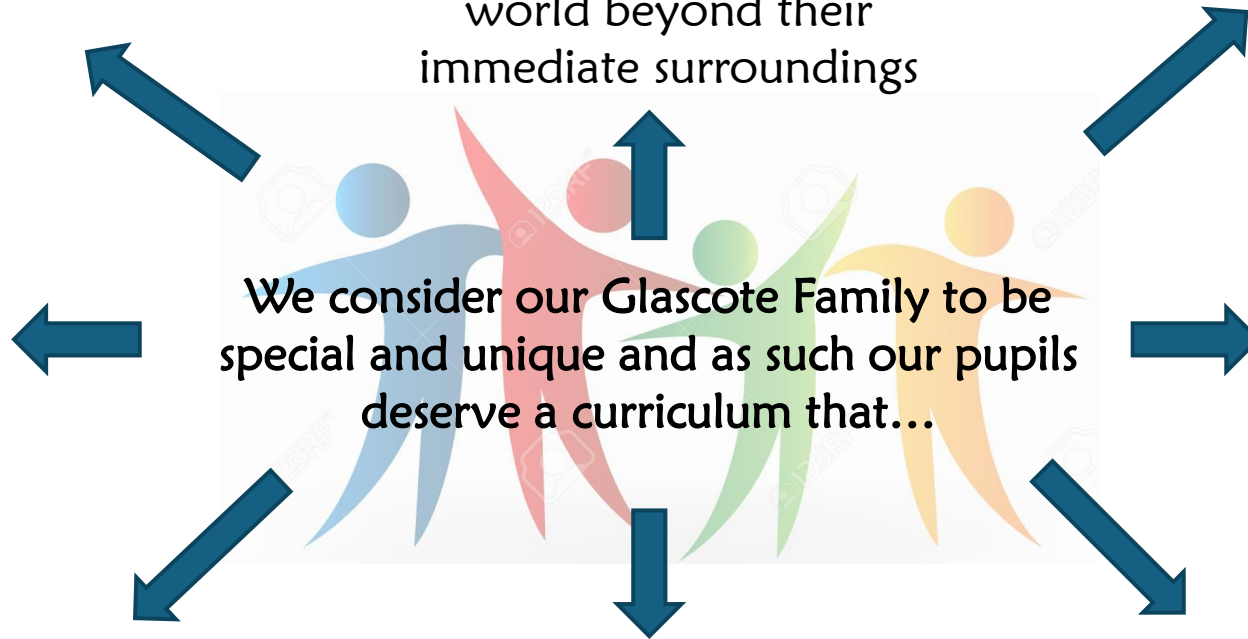
We consider our Glascote Family to be special and unique and as such our pupils deserve a curriculum that...

Promotes practical everyday life skills that prepare them for their future

Promotes creativity, curiosity, and confidence

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge

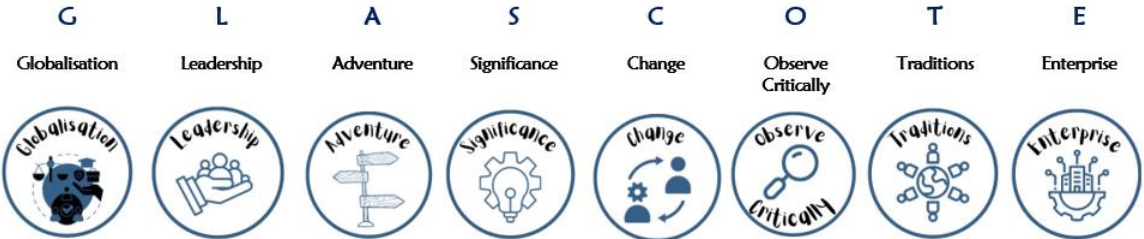
Builds character, resilience, self-motivation, and a will to succeed



Subject Specific Sequencing and Key Concepts: Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See *Design and Technology long term plan with key concepts*)

Big Ideas:

These are the overarching ‘*Glascote*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘significance’; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from different cultures, religions and history.



Character Virtues:

These are the underpinning qualities and character traits stemming from ‘*Pride*’ that we desire all of our children, and staff, to demonstrate.



IMPLEMENTATION – Our approach



At Glascote Academy, we have sequenced the Design and Technology curriculum carefully, ensuring that each lesson builds upon the previous one and scaffolds learners' knowledge and skills progressively. We have created opportunities for learners to explore different media, techniques, and styles whilst exploring different strands including textiles, printing and mechanisms. Furthermore, our pupils will learn about influential and diverse designers who have impacted our creative world. We have also embedded opportunities for pupils to critique their work constructively and receive feedback from their peers and teachers.

IMPLEMENTATION – Our approach

Our curriculum coverage in Design and Technology at Glascote Academy:

- Provides a structured process from research, design, make and evaluation
- Covers a variety of Design and Technology areas and age-related expectations both in line with our skills progression document and the National Curriculum
- Provides children with a broad and rich coverage of the Design and Technology subject
- Equips children with life skills

The subject will be taught weekly during a half term block (alternating with Art & Design). Design and Technology learning will focus on areas of cooking and nutrition, technical skills, and textiles which will be rotated throughout year between key stages (KS1, LKS2 and UKS2) to maximise the availability of resources.

During lessons, our children will:

- Learn about the unit focus
- Research the focus and conduct surveys;
- Experiment with and refine designs accordingly
- Create
- Evaluate

Continuing Professional Development supports the knowledge and confidence of our teaching staff and is presented in the form of Professional Development Meetings, individual coaching and team teaching. Curriculum overviews, resource lists for each unit and example planning are provided for all staff also.



EYFS Development Matters 2024: Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills

Key Stage 1 National Curriculum Expectations: Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Stage 2 National Curriculum Expectations: Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Key Stages 1 and 2 National Curriculum Expectations: Design and Technology

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

IMPACT– Our approach

At Glascote Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays, and Curriculum Power Points.

Impact is also measured at the end of a unit of work through:

- the use of subject specific Assessment One Notes
- Internal and external picture building

