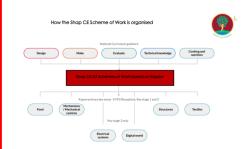


Subject: Design & Technology

Subject Leader: Vanessa Kelsall

Concepts / Themes / Big Questions



How is content organised?

Skills: design, make & evaluate

Knowledge: Technical & Additional

How does Kapow Primary's scheme of work align with the National Curriculum?

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NC / Other Links

<u>National Curriculum - Design and technology</u> <u>key stages 1 to 2 (publishing.service.gov.uk)</u>

<u>Design & Technology - Kapow Primary</u>

Cultural Capital

Make & Eat seasonal foods – links to Lent, Easter, Christmas

Links to inventors, buildings, places from around the world as a stimulus

Local specialists—Old Courthouse / local cooks, chefs links /

Enrichment: People, Locality and

2022-2023 Links with Old Courthouse

Links with Outdoor Education



leader Emma Daley—cooking outdoors and woodwork crafts

Local crafts people including parents of the children who work with wood M-AJ / KJ / OW /

Cumbria Wildlife Trust—Bird Box Project / BBC Radio Cumbria

Enrichment: Resources

Food: A range of cooking tools and equipment in the nest, microwave, cooking ring, oven (KP CB), aprons, Morrisons gift card funding for food

Mechanisms & Mechanical systems: spilt pins, scissors, cutting tools, pneumatic tubes, balloons, pumps etc

Digital World: Laptops, ipads, printers

Structures: DT Trolley equipment

Textiles: Materials, hessian, thread

large needles

Links to Christian Vision and Values

Vision: the importance of working and learning partnerships between school and 'church'; the need to understand ourselves and our influence as key members of our community; the importance of nurturing one another, and 'living in harmony' (with an end goal of allowing our children to 'soar' and fulfil their potential and experience 'life in all its fullness'.

Values: Friendship Trust, Peace, Koinonia, Compassion, Creation





Assessment / Proof of Progress

- of pupils' progress helps you understand how they are developing in the subject and allows you to plan how to help them grow in the future
- allows you to report information to parents/carers
- supports your future targets and measures your school's progress.
- · Formative takes place both before and during the learning process.
- Summative takes place at the end of key segments in a learning cycle or at the end

Formative assessment in art occurs throughout the learning process, through dialogs and conversation. Because we value pupils' creative and individual responses in the subject, we should give open-ended feedback and use effective questioning techniques.

One-page knowledge catchers feature a couple of open ended questions giving children the opportunity to demonstrate what they already know at the beginning of a topic. As well as quizzes for each theme—to be used at the beginning and the end of each unit to children / teachers can see what they have learned.

Links to other Subjects—all classes literacy link when using sketch books

Catbells: EYFS—All Areas: CL. PD, PSED, L, M, EAD, UW, RE

Kidsty Pike: Geography / Science—Fruit from around the world to make smoothies, **Science:** Making Torches **Literacy**—Puppet Making

Blencathra: Geography—Bird box project with Cumbria Wildlife Triust, Art Old Courthouse Exhibition—wire sculptures, ICT: Electrical Systems—making electric posters, Science—Pneumatic Systems

Helvellyn: PSHE: Healthy Food / Science / MFGL—Making Spaghetti Bolognese, Interactive Installation—History Museum Link Monitoring Procedures

All monitored on 'one note' every half term covering: Pupil Voice, learning walks, book scrutinies

Val Sowerby Link governor, meet beginning and the end of each academic year



Links to SDP and School Priorities

Priority 1—To help prepare our children for life in modern Britain effectively, developing their understanding of the Fundamental British Values

Individual Liberty—self reflection of work, opinions of others work.

Developing mutual respect and tolerance of others opinions. Looking at how well known artists express their opinions through their art work.

Priority 2—To Promote equality of opportunity and diversity effective-ly—'Love our Locality' links with Old Courthouse, playgroup crafts, local artists, visitors.

Priority 4—refine assessment procedures

Main Subject Action Areas

Intentions	Implementation	Success Criteria	Timescale	Impact
To continue liaise with VS link governor to complete governor report highlighting priorities	To talk and share priories	 For the link governor to have a clear ideas of action plans of AD DT 	VS VK Oct 237	For the governor to have a clear idea of what this year art and design priorities an
To continue to review and establish Art and DT scheme through Kapow for all classes	Scheme used in all classes developing procedural fluency skills and knowledge Evidence gathered by monitoring through book scrutinies, learning walks and lesson observations	Children are seen to be developing Procedural fluency in Art & DT as shown in the half termly evidence in books, lesson obs and learning walks (One Note evidence)	Ocf'23 Dec'23 March'24 May24 July'24 VK	For the children to have developed procedural skill in the various key areas for each subject following the condensed long term plans – evidence gathered clear shows how knowledge and skills have been built upon and developed in previous learning
Continue to develop condensed scheme for each class over the 2 year rolling programme	 To adapt and modify 2 year schemes linking to dass topics when appropriate— units comproved between content is adapted using the progression of skills and knowledge document. The KSI units can be adapted KSI works can be adapted in the progression of skills and knowledge document. The KSI units can be adapted KSI movable to skill a child's need in osising topic in our curriculum—offen the reaches of with amendment. 	Produce creative work, exploring ideas and recording their experiences bit on experiences bit on experiences bit on the control of the contr	VC / HJ / AG / VC Oct'23 Dec'23 March'24 May 24 July'24	Teachers have a scheme that links in well to existing topics that the children can be suppressed to the control of the control

	replaced with something		craft makers and		
	more relevant to a topic. (p7 AD revised updated 22.05.23)		designers, and understand the historical and cultural development of their art forms		
To continue to develop an art / DT portfolio of photographs to show work achieved throughout the year – shared on the school website and on One Note	 To encourage each class teacher to take photographs and evidence of work – store on One Note and on the school website 		A yearly record of evidence of Art / DT to be on display throughout school and on school website individual and class achievements also oelebrated	Oct'23 Dec'23 March'24 May'24 July'24	For children and class work to be celebrated, remembered and developed, progressing seamlessly
To identify any G and T pupils and ensure they are given enrichment opportunities	Liase with G&T Co- ordinator	•	Include children on any available enrichment events possibly online / link with local exhibitions etc	Sept 2023 Throughout school year VK KC – class teachers	
Continue to encourage a uniformed use of sketch books to show skills and development of work shown throughout Primary	Work completed in sketch books each term		To pin point areas of skills and demonstrate in the sketch books	Termly as each skill is demonstrated	

Intent Implementation and Impact

The Design and technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Our Design and technology scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. EYFS (Reception) units provide opportunities for pupils' to work towards the Development matters statements and the Early Learning Goals.