



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

DESIGN TECHNOLOGY (DT) CURRICULUM POLICY

At Bishop Bridgeman, we give our children the very best. Through a broad, balanced, supportive and purposeful curriculum linked with National Curriculum objectives, we strive to ensure that all our pupils are able to succeed and find their unique talents and strengths. Our staff are committed to developing a love of learning, whilst developing the knowledge and skills to support the all-round development of every pupil.

INTENT

At Bishop Bridgeman Primary School, we provide a rich and varied curriculum that gives pupils the knowledge and skills to take full advantage of opportunities, responsibilities and experiences as they move through life. Staff at Bishop Bridgeman have all children’s success at the forefront of their minds and the curriculum is designed to equip pupils with the knowledge and skills for them to succeed.

Leaders have carefully planned and sequenced the curriculum to build up the progression of skills and technical knowledge from EYFS to year 6. The Design and Technology curriculum focuses on three core principles – designing, making and evaluating – which are modelled through clear, concise endpoints that set out the skills and technical knowledge pupils will gain at each stage. When sequencing the curriculum, leaders have considered prior learning and typical gaps so that pupils gain sufficient knowledge and skills cumulatively. This sequential progression helps to systematically build upon skills and technical knowledge as a pupil moves through school. This approach allows pupils to know more, remember more and apply their skills both consistently and purposefully.

Leaders have considered findings of the Hart and Risley landmark study (1995) into vocabulary. Key vocabulary has been selected to support pupils develop their conceptual understanding and the work of Isabel Beck (Bringing Words to Life*) informed teachers when making this selection. For each history unit, 2 ‘conceptual’ words have been chosen to develop pupils’ conceptual understanding alongside up to 4 ‘keywords’ words selected to support subject-specific learning.

Design and Technology learning focuses on practical skills and knowledge whilst simultaneously developing a mindset for critical thinking. The core principles of designing, making and evaluating provide a clear platform for purposeful learning. Through this approach we want to enable our pupils to gain crucial technical knowledge and transferable skills.



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

In specific areas there is a key focus on understanding of nutrition and healthy eating, which in turn will help our pupils to lead healthy lifestyles both now and in their adult lives.

Our intent is to ensure that all children develop the creative, technical and practical expertise needed to perform everyday tasks confidently and learn to participate successfully in an increasingly technological world. This has been developed in tandem with our Christian school vision which is consciously thread throughout – learning key crucial skills that enable children to love themselves, working collaboratively with peers enabling children to love each other and relying on our school values of faith, love and hope to guide them through projects allowing children the opportunity to love God.

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

IMPLEMENTATION

The Design and Technology curriculum at Bishop Bridgeman is designed to embed key practical skills and technical knowledge whilst simultaneously developing a mindset for critical thinking. Teachers have the expertise necessary to support pupils in learning the intended curriculum and in addressing any gaps in their knowledge or skills. This is implemented through the lense of our three core Design and Technology concepts of designing, making and evaluating.

Teachers present, model and teach both skills and information clearly and check pupils' understanding effectively and systematically. The curriculum is designed to allow pupils to embed these key skills and knowledge into their long-term memory by having regular opportunities to revisit learning and apply this in a range of purposeful contexts.

Ongoing assessment is used to check understanding and inform teaching for example by marking in the moment and providing clear and direct feedback at the point of learning. An assessment system (Insight) is also used to analyse data for key groups and inform priorities for leaders.

Leaders have developed knowledge organisers to support pupils in learning the key technical knowledge as specified within the subject intent for Design and Technology. Knowledge organisers ensure that the intended technical knowledge is presented to children in a clear and structured way to support long term memory. Teachers plan spaced retrieval tasks so that pupils regularly retrieve technical knowledge to ensure key concepts are embedded in their long-term memory and they are able to apply them fluently.

In each year group, two topics are taught throughout the year. The six key areas of Design and Technology (structures, cooking and nutrition, electrical systems, computing, textiles,



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

mechanisms) are taught evenly across school year groups providing an opportunity to revisit each area at least twice. This allows opportunities to propound pupils’ skills and technical knowledge as well as apply them across different contexts.

In order to promote engagement, all lessons are focused around an overarching purpose. During the design phase pupils will have opportunities to investigate, disassemble and evaluate products before designing their own. During the making stage pupils will have chance to learn and apply key skills to create their individual products for a specific purpose and audience as well as working with a range of tools, materials and equipment in a variety of ways. During the evaluation stage pupils will develop their critical thinking skills, analysing how their products could be improved and are encouraged to implement these.

At Bishop Bridgeman, our pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality products for a wide range of users. They will critique, evaluate and test their ideas and products and the work of others.

Staff will ensure that all children are made aware of any appropriate Health and Safety issues when undertaking work in this subject.

IMPACT

At Bishop Bridgeman, all children are given equal opportunities to achieve in Design and Technology through a well-constructed, sequential and challenging curriculum. Good progress is made in line with the national curriculum objectives and children know more, remember more and are able to do more. This is reflected in their work that is consistently of a high quality. Children enjoy a range of lessons with cross curricular links to many other subjects. We provide an opportunity for all pupils to become critical thinkers and informed users of products, to become innovators and to participate successfully in an ever-increasing technological world. Our work on cooking and nutrition is an essential life skill, which encourages wellbeing and a healthy lifestyle, both now and in the future.

Prepared by: Mr. C Finn

Reviewed: November 2023

Next review date: November 2024