

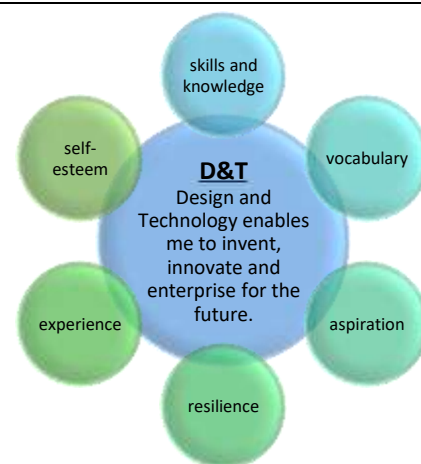
Our Design and Technology Journey

Intent

Design and Technology at Mablethorpe Primary Academy enables the Mablethorpe Child to identify and solve real and relevant problems in a variety of contexts. Children are given opportunities to investigate challenges in projects which are relevant to their lives and prospects in the surrounding area. Strong, purposeful links are made across the curriculum with the skills and principles of Design and Technology remaining the centre focus. We aim to harness and develop children's imagination and creativity through fascinating, challenging projects ultimately preparing them to become the designers, engineers and inventors of the future.

Aims

- Develop children's designing, making and evaluating skills.
- Build an understanding and knowledge of design and technology across the world.
- Introduce children to a wide range of tools and materials using them safely and accurately.
- Enable pupils to lead their own learning, working effectively independently and collaboratively.
- Develop skills to enable children to produce high-quality products.
- Evaluate existing, peer-made and own projects considering strengths and areas for development.
- Encourage an understanding of the world around them and how we live and work within it.
- Develop and celebrate an interest in the technological world and the role of manufacturing in society.
- Work and think creatively, celebrating their own and others' innovative ideas.
- Understand the role of Design and Technology in the world today and the career opportunities available to them.



Implementation

At Mablethorpe Primary Academy, our Design and Technology curriculum is informed by expectations set out by the National Curriculum 2014 alongside current research suggesting best practice across D&T education. Medium term planning ensures children experience skills relating to all strands including mechanics, structures, food, textiles and electrical systems and refine them as they progress along their educational journey. Recommendations and planning suggestions from the Design and Technology Association inform our journey alongside up-to-date research in order to build a curriculum which meets the needs and abilities of the Mablethorpe Child.



Skills and Knowledge

Through careful sequencing, the children at Mablethorpe Primary Academy will work in a variety of contexts developing skills to invent, innovate and enterprise for the future. Children will explore issues and challenges relevant to our local community as well as the wider world. An integrated approach to substantive and disciplinary knowledge ensures children's learning is ingrained and has a larger impact on their application of skills in the future. Children are encouraged to use skills and learning from multiple areas of the curriculum in the designing, making and evaluating process and transfer skills learned from this curriculum outwards too.

**Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

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Vocabulary

Vocabulary for Design and Technology is taught throughout the curriculum. Vocabulary is displayed within the classroom environment and knowledge organisers which are used in lessons to explain and retrieve definitions. Children are given opportunities to discuss their ideas, projects and evaluations with adults and peers using technical vocabulary. Throughout their educational journey, children will revisit vocabulary.



Aspirations

Through our gold award skills builder programme, careers week and our child led intent statements, the children at Mablethorpe Primary Academy will have the opportunity to discuss and investigate a wide range of careers designed around our subject areas. Children will discuss careers such as architects, textile design, food critics, and many more which will equip them to be ready for secondary school. We also aim to give parents the knowledge of different careers events through our social media and website.



Resilience

Children develop resilience through the culture of trying hard and doing our very best. Children will have modelled to them a wide range of significant individuals in the sector. All our significant individuals model what we can achieve if we have the right mindset. Our ambitious curriculum continues to take significant individuals into KS2 as we feel it is important to have a wide variety of aspirational influences within the curriculum. When facing challenges in their project, children will be supported in building the resilience to overcome and work around them.



Experience

Through motivating trips and experiences, we will give the Mablethorpe child an opportunity to identify issues and challenges to overcome through Design and Technology. The wide range of cultural capital opportunities such as galleries, careers talks, and trips aim to enrich our ambitious curriculum and deepen understanding.



Self Esteem

At Mablethorpe Primary Academy, we ensure that everyone can succeed in Design and Technology through careful planning and differentiation. A balance of practical, verbal and written recording is struck by a variety of different evidencing methods designed to ensure children are assessed on their technical understanding.

IMPACT

Children's ideas grow in a supportive environment which celebrates creativity and innovation. They transfer knowledge across their education which is then embedded into their long-term memory. They can apply their learning in a wide range of contexts increasing fluency of the retrieval of their previous knowledge. Meaningful questioning recalls learning between and through

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lessons cementing knowledge. Our design and technology curriculum is carefully planned to demonstrate meaningful progression where children are assessed on their progress alongside the curriculum.

We are currently formulating an effective way to measure the impact of the design and technology curriculum within each key stage. A skills progression map identifies the key skills we believe children need to master at each key stage before they can move forward to the next stage of learning.

*On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions

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