

## St Oswald's School – Design and Technology Skills Progression.

By the end of Key Stage 2 pupils and 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).

| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>To provide all children with a broad and balanced curriculum which prepares them for life beyond primary education and encourages children to use their creativity and imagination, to design and make products.</p> <p>To ensure the curriculum combines skills, knowledge, concepts and values to enable children to tackle real problems to improve analysis, problem solving, practical capability and evaluation skills.</p> <p>We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art. The children are encouraged to become innovators and risk-takers.</p> | <p>To continue to support staff subject knowledge to ensure a good DT curriculum is being taught throughout school.</p> <p>To plan regular CPD and staff meetings to review the DT coverage within school and develop staff understanding and knowledge.</p> <p>To provide trips and visiting experts who will enhance the learning experience for children.</p> <p>To provide a means to display and celebrate the pupils' DT work in their class and to the whole school through Achievement Assembly and DT displays around school.</p> | <p>For children to understand the relevance of what they are learning within DT and to enjoy their DT experiences within school.</p> <p>A DT Curriculum that is high quality, well thought out and planned to demonstrate progression. In addition, we measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> <li>* A reflection on standards achieved against the planned outcomes;</li> <li>* A celebration of learning which demonstrates progression across the school through displays, assemblies and within the local Church;</li> <li>* Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.</li> </ul> |