

Subject Design and Technology (DT)



Subject Lead:
Kate Hanns-Drake

Subject Intent:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and wellbeing of the nation.

At St Columba Major Academy, we recognize that skills and learning gained through the teaching of design and technology could assist them in everyday life and inspire children to think about their future.

We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

Teaching	Personalised Learning	Resources	Cultural Capital	Assessment
Subject specific lessons (within a topic-based approach) Key vocabulary prioritised Knowledge organisers in place Sequences of teaching and learning built for each component (built on prior learning) Assessment through whole class knowledge harvests. DT clubs – Two cookery clubs to meet demand in KS1 and KS2	Quality first teaching. Opportunities created for all to participate in DT. Variety of tools and teaching methods to support all children. Use of resources, models, images and word banks. Focus on key specific skills required for certain units of work.	Audited and reviewed, staff made aware of any new resources (new resources bought and donated) Risk assessments available for all activities in DT.	- Investigations into real life items to develop wonder and critical thinking. - Gaining a practical knowledge on different materials and applying this to the real world. - Gaining insight into food groups and cookery skills and healthy eating.	Marking of learning in the moment. Formative assessment sheets completed by class teacher. Knowing more, remembering more. Assessment checkpoints at the beginning of each session to ensure children have understanding before moving on. Pupil conferencing to assess their knowledge and understanding.
Inclusion - SEND	Curriculum Scope and Progression	Working as an inventor.	Monitoring	Outcomes
Quality First Teaching Planned additional support from adults (and as required) IEP Targets Adapted tools if needed. SEND document – support pupils to access DT	Stretching beyond the requirement of the NC through: Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Wider curriculum links. Opportunities to support/scaffold with planned additional support.	Breadth of learning planned encompassing both disciplinary and substantive knowledge. Planned opportunities for cross-curricular links as appropriate. Purpose for making/designing. Tier 3 vocabulary.	SKOs against curriculum and LT topic plans. Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets	All children are accessing DT. DT is a subject children enjoy. Progressive language used throughout the school. Clubs showcasing talent/skills.
Disadvantaged Pupils	Transition	CPD	Strengths	Next Steps
Quality First Teaching Planned additional support from adults (and as required) Targets for pupils completed termly. Adapted tools if needed. Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required	Information and data sharing with class teachers. Links with secondary school to share information	DT Leaders – meetings with Kernow Learning DT leads. Staff training – January 2021 Training completed February 2022– Re-designing DT curriculum. Provided by DT association. Sept 2023 – updated curriculum and how to plan a unit of DT – key components.	Well resourced. Staff understanding of the subject has improved. Progression of learning throughout school updated and being followed. Updated curriculum DT clubs	Monitor planning and lessons to secure the curriculum and ensure DT learning is evidenced consistently across all year groups Vocabulary embedded and pupils show understanding of any new vocabulary for units of work. Explore opportunities for visitors linked with DT topics to visit year groups to inspire learning, provide real life/career context.

