Christ Church School, Hampstead
A village school in London inspiring ***life in all its fullness***

Curriculum report 2023-24
Design and Technology (DT)
Subject leader: Victoria Innes

Intent

Design and Technology at Christ Church is an inspiring, rigorous and practical subject that supports our school vision of inspiring *life in all its fullness* through developing creativity and problem solving skills. Pupils learn how to take risks and to become resourceful, innovative, enterprising and capable citizens. Our design and technology curriculum is designed to provide opportunities for all children to build their knowledge and key skills progressively, working with a range of materials including mechanics, structures, electrical systems, textiles and food technology.

The intent of our high-quality design and technology curriculum is to cultivate creativity and imagination and to give all children the skills and knowledge they need to design and make products that solve real and relevant problems within a variety of contexts and with an identified purpose and audience. Our Design and Technology curriculum, which works sequentially towards the end points as set out in the EYFS and National Curriculum, makes explicit links to learning in several other subject areas including mathematics, science, computing and art and lays the foundations for interest and engagement in areas of engineering, design and food technology. The ongoing evaluation and testing process is vital to understanding how and why a product or design element has been successful or not, with evaluation evidence used to inform learning in an iterative process. Our curriculum aims to highlight the importance of creating sustainable products and to develop in all children a firm knowledge of where materials come from and the environmental impact they have.

Implementation

- Taught by class teachers, with support from curriculum leader and SLT.
- Carefully planned Design and Technology (DT) class projects that have a focus on designing and making a product with intent for use. For example, Year 3 in the spring term make an obelisk structure to grow plants and our Autumn term DT projects produce items to be sold at the school fair and therefore have a particular audience and purpose in mind.
- Each project has time given for the three core concepts within DT: design, make and evaluate. Evaluation in each project is two-fold: at the beginning, including research of existing products and an introduction to any relevant engineers, inventors, designers or chefs, and then again at the end of the process to review and refine their own product or prototypes or the work of their peers. There is an emphasis on the process of designing and creating the product, rather than producing a 'neat', standardised outcome.
- CPD in DT includes in-school training sessions and distribution of DT 'project on a page' resource booklet. Additionally, the subject leader attends and contributes to the Camden DT network and shares resources and skills gained from the network within staff meetings and/or to support with individual projects.
- Rec/KS1 have ample opportunities during playtimes, golden time and within play (EYFS) to explore different building materials and construction toys. Often children will orally design and evaluate their work as they build at this stage.
- Recording in DT has been refined to highlight class projects within the DT portfolios. These project packs provide evidence for learning at each stage of the project as well as including pupil voice and peer assessments.
- Resources have been built up as we have refined the curriculum and established the different projects. All projects are well resourced which enables all the children to make a high-quality product. Where possible we are reusing and recycling materials to increase sustainability in our curriculum.

- Enrichment opportunities in DT include visitors/workshops (e.g. musical instrument making workshop) and links to after school clubs (Lego club and cooking club).
- Our DT curriculum is accessible for all pupils across the school, with adaptations or bespoke curriculums in place to support children with SEN when appropriate. The curriculum and teaching is designed to challenge all pupils with high expectations for each child in the learning of DT.

Impact

- All children have the opportunity to design, make and evaluate a high-quality product/prototype each term. They enjoy DT across the school.
- Children use relevant DT vocabulary and understand simple technical processes, for example, levers and pulleys.
- Children have opportunities to develop risk-taking and critical-thinking.
- Children have the opportunity to learn about existing products with emphasis on sustainability.
- All children are given the opportunity to work collaboratively by sharing knowledge, skills or research in DT and show they can do this successfully with their peers.

Whole school standards (three-year trend)

Last year's key developments and successes in 2023/24:

1. To ensure a good introduction and support (as relevant) for new teachers, particularly ECTs.

Maintenance of high curriculum standards and coverage in DT, alongside safe use of tools.

(23/24 target achieved)

All staff members, including ECTs, have received up-to-date CPD on planning, running and recording a DT project. Subject leader worked closely with ECTs to support the running of their spring and summer projects. Subject leader carried out a review and audit of the tools progression cross-referencing to the risk assessments in place for DT, this up-to-date information was given to staff as a reminder of ratios and safe use of tools in the classroom.

2. To continue to further develop and refine particular units of work, allowing the children more choice and freedom in their own creativity.

Increase in children's independent skills in DT where close supervision is not required. Increase in children's confidence and problem-solving skills when carrying out DT work.

(23/24 target achieved)

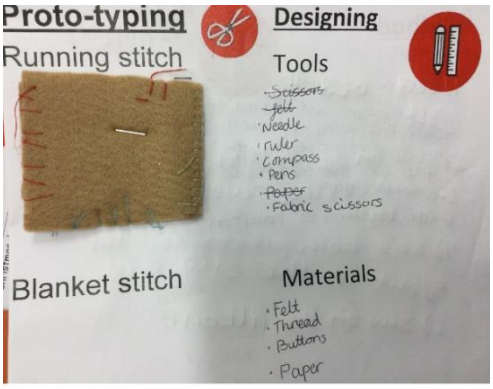
Children in KS2 have continued to develop more autonomy over the aesthetic and design of their products. We continue to encourage upper KS2 to use a mixture of prior learning and new learning to make decisions about their product. This includes, for example, what types of stitching to use when making their Christmas decoration - they can use previous learnt stiches such as running stitch or blanket stitch or opportunities for newer skills, like using the sewing machine. When collaborating in groups or with partners in KS2, we have focused on modelling good discussions about how to pick a design or elements from a design to work together.

3. To explore further curriculum enrichment opportunities to help children understand and see a real-life purpose for DT.

Increase in children's understanding of DT in a wider context and in real life situations, helping them to make sense of it whilst also giving it a purpose.

(Ongoing target to continue into next year 24/25)

We have great opportunities in the autumn term to have a real-life purpose for our DT projects: selling them at our Christmas fair. Furthermore, the children are learning about a range of diverse chefs, designers, architects and programmers when exploring different elements of their projects. We want to move forward and start to provide more hands-on experiences ensuring children understand the real-life purpose of the product. This can include trips, workshops in school or possibly a whole school project.



Key actions moving forward (development priorities for 2024/25):

Target and *intended outcome*	Planned actions (including dates where applicable)
1. To develop and refine our cookery curriculum, considering cross-curricular and enrichment opportunities. *All children to have at least one well-planned and taught cookery experience per year.*	- Give staff a questionnaire to consider cookery opportunities in their curriculum and speak openly about the challenges that these sessions have. (giving us feedback on what CPD can be focused on this year) -Plan a whole school event such as a 'great Christchurch Cook off' making sure different technique are covered, linked with the progression strand. -Work with individual teaching staff to identify areas we can develop in their cookery curriculum-any cross curricular opportunities. -Book Year 3 onto the Waitrose cookery school visit
2. To develop and refine good modelling across DT. This should include making links with trips and professionals and taking into consideration safety around tools.	-Linked with CPD on our pedagogical approach, modelling in DT should be planned (when appropriate) and targeted. Focus on the function of the product/prototype- teaching and learning, before moving forward to the design.

High-quality and effective modelling in place (in line with our pedagogical approach) across the DT curriculum, which support all children to understand key skills, techniques and tasks.	- Review and update where appropriate the DT risk assessments and tools progression document. - Learning walk during a project to observe what range of modelling fits best with DT. - Develop a working document that allows local links (trips or people to and inspire/teach the children) for each area of the curriculum (mechanical systems, electrical systems, cookery, structures and textiles)
3. To explore further curriculum enrichment opportunities to help children understand and see a real-life purpose for DT. *Increase in children's understanding of DT in a wider context and in real life situations, helping them to make sense of it whilst also giving it a purpose.*	-Develop trips that can incorporate DT, looking at architecture around London whilst on other trips. Considering how things work as we travel around London to other trips. -Consider workshops in school to develop key skills -Enrichment with new or existing clubs-cookery, Lego, programming. -Ensure where possible physical examples are shown when exploring/tinkering with pre-existing products.

No Ofsted DT Research Review or Subject Report to date

The Design and Technology Association have petitioned to the government for a call of evidence for a curriculum review (October 2024)

Pupil voice (Autumn 2024 and Summer 2024)

Children are able to talk about their learning, giving specific details

Y2: **crunchy salads**: Which foods crunch; How to do different types of cutting and peeling; Safety around knives

Y3: **how to build a structure-obelisk:** How to tie string and knots**;** Links with Egyptians**;** How to create foundations

Y5: **Christmas Fair- we made cookies**: We learnt baking skills and teamwork

How does prior learning help with your new learning?

Y3: We learnt about playgrounds in y1 and that helps us to remember how to attach things which helped with our obelisk structures.

Y6: Sewing in y4 helps us in y6 and even the sewing in y1

Y2: We can look back at models from last year

Y5: When doing a project, you think back and relate to other learning, you think what can help me with this one? Tinkering helps me.

Children are able to talk about what helps to move their learning into long term memory

Y2: looking back at models from last year

Y3: pictures on the board and linking with our other learning

Y5: when doing a project you think back and relate to other learning, thinking what can help me with this one?; tinkering and trying things out

Children enjoy DT at Christ Church

Y2: You get to make and do things. You get to design and make it your own. It is fun because there is no right or wrong. If you don't know how to do something you learn how to do it

Y3: it is different from other lessons, it is creative. It is very exciting and normally new learning

Y5: I enjoy it because it is harder, calm but good fun and usually something that challenges me

Children are able to talk about specific technical DT skills and wider skills

Y2: How to do different types of cutting and peeling. Safety around knives

Y3: How to tie string and knots

Y5: We learnt baking skills and teamwork

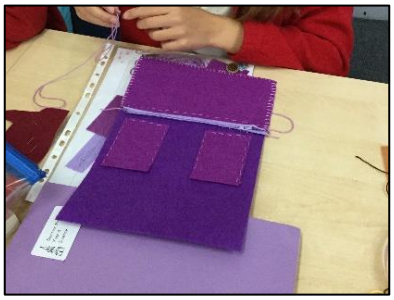
Children are able to talk about the personal qualities which are developed through DT in school

Y2: being creative

Y3: bouncing back

Y5: teamwork, inventing things, having fun

Key points for discussion about this report



- Share evidence in class DT portfolios and display of high-quality DT work around the school (classrooms and communal areas, including front office cabinet)
- Developing cooking skills - showing the cookery skills development documentation, discussing the local links already made.
- Skills progression document divided into design, make, evaluating and technical knowledge.
- Our dedication to using a diverse range of role models in the design and technology industry to promote key skills and learning.

Work sampling – example of one of our strand progressions

Strand progression: Textiles

Reception: Cutting fabric and attaching decorations (Capes)




Year 1: Templates and joining (Christmas puppets)

Year 4: 2D fabric to 3D textile product (Wallets)



Year 6: Combining fabric shapes and finishing (Christmas decorations)