Design and Technology AT TIMBERTREE

We follow CUSP D&T curriculum which aims to give pupils the opportunity to revisit core aspects of learning overtime. To progress and deepen their understanding in each core aspect throughout the primary journey. Through knowledge rich teaching and skill development our curriculum aims to not just allow pupils to become competent in the D&T but to develop as designers themselves. We believe that regardless of academic ability, every child can be a designer.

Big Ideas

Our D&T curriculum focuses on 4 core disciplines:
food and nutrition, mechanisms, structures and textiles. There are 2 disciplines that are specific dependent on Key Stage- understanding materials (KS1 only) and electrical systems (KS2 only).
As well as developing core disciplines of D&T we aim to develop the pupil's ability to work purposefully.

Working as a Designer			
Design	**Make**	**Evaluate**	**Apply**
The art or process of deciding how something will look or work.	Create something by combining materials or putting parts together.	Form an opinion of the value or quality of something after careful thought.	Use something or make something work in a particular situation.

Content and Sequencing

Content

- CUSP Design & Technology is built around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work, and communicate like a designer. Our D&T curriculum focuses on excellence in this subject through a range of disciplines and by referencing outstanding practitioners in this field. Exceptional teacher instruction inspires pupils to acquire knowledge as designers and technologists and enables them to skilfully apply their understanding.

Sequencing

- The CUSP D&T curriculum is organised into blocks with each block covering a particular set of disciplines, including food and nutrition, mechanisms, structures, systems, electrical systems, understanding materials and textiles. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.
- The curriculum outlines key aspects of design development in the Working as a designer section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as designers more broadly, as well as how successfully they are acquiring the taught knowledge and skills.
- The curriculum has been built so that there are clear links to other areas such as D&T History, Geography, Science and Literature.

Learning Modules

An overview of the core content provides information about the skills covered across the term in each year group. This enables teachers to see the progression of skills covered within each aspect of D&T.
Each learning module has:

- Overview of Block Contents – summary of the key skills and techniques covered along with the expected outcomes.
- Point of Reference – Prior Learning, connections to other areas of the curriculum and Literature as well as D&T History
- Point of Explanation – Core Knowledge, video links provide a step-by-step guide to design techniques that appear in the block and technical definitions.
- Point of Delivery – revisit prior learning, taught content, deliberate practice, questions for assessment and point of reflection.
- Knowledge Notes - introduced at the start of the block so that pupils know what core knowledge and skills they will acquire and the technical vocabulary they will learn as the block progresses.

D&T continued...

Oracy and Vocabulary
There are two tasks for pupils to complete that relate specifically to vocabulary that is relevant to the lesson content.

Task One:
Task one is designed to help pupils develop the skills to talk about their own work, the techniques they have been using and the work of others and use appropriate vocabulary to do this meaningfully. Words have been selected that relate to the lesson content. Task one varies in nature and complexity across the year groups.
Activities focus on broadening pupils' understanding and use of the shades in meaning of words.

Task Two:
Task two focuses on pupils being required to use the language of emotion and artistic language to articulate their feelings and responses to their own work and the work of others.

Vocabulary Quiz
The vocabulary quiz contains a range of questions requiring simple written responses covering the following: analysing words, defining words, making connections to other known words and using words in context. Technical vocabulary listed in the Knowledge Note is included in this section along with other key vocabulary that is used in the block.

Assessment of Pupils:

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following is used to assess pupils' knowledge and application of skills and techniques and their understanding and use of vocabulary.

The Point of Reflection section specifies the expected outcome for each lesson.
The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects e.g. How have the properties of the cotton changed? Is the cotton now more or less functional.
The Oracy and Vocabulary task provide ample opportunities for teachers to evaluate pupils' ability to:
- use the language of design and technology effectively.
- explain techniques, skills and processes.
- evaluate their own and others' work.
The vocabulary quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of the technical vocabulary covered in the block.

The best form of assessment in D&T is the point of delivery, while pupils are working. This helps to understand pupils' development as designers, rather than their ability to produce a prescribed end outcome.

Reasonable adjustments for pupils with SEND:

Teachers will need to consider how specific activities, or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.

Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made for them to access materials. Pupils who have difficulties requiring fine motor skills may need appropriate adjustments to be made to enable them to access the task and/or in order to keep them safe.

Health and Safety

The blocks highlight key tools, techniques and tasks for which potential risks need to be carefully managed. However, the school write and follow their own risk assessment guidelines and policies when delivering CUSP Design and Technology. Regarding food and nutrition, all staff who will be teaching this unit have a basic certificate in food hygiene.