

Wensum D&T Curriculum



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The Wensum Curriculum

Intent

At Wensum we believe that **our curriculum should raise aspirations, develop independence and offer all children real-life experiences.** These are central in the development and delivery of the curriculum across all subject areas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

At Wensum we aim for the study of Design and Technology to ignite children's creativity and engage, inspire and challenge pupils. Our children will be guided to learn about different techniques whilst exploring a range of craft makers from around the world. Children will also have opportunities to discover craft from different time periods and genres, equipping them with the knowledge and skills to experiment, invent and create their own works of craft and design.

Our curriculum documents are designed to ensure that the knowledge, skills and vocabulary are mapped out and children's understanding and learning is built on each year. The aim is for our children to leave KS2 ready to take on the challenge of a subject-based timetable at secondary level and with a passion for learning and knowledge. Design and Technology in primary schools develops young children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. Design and Technology encourages children's creativity and encourages them to think about important issues.

Implementation

We teach the National Curriculum and ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Design and Technology is about providing opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding in order to create quality products. In Design and Technology, our children are given the opportunity to develop skills, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.

Each year group has a Long Term Plan developed by the D & T Subject Lead. Successful timetabling is key to the success of the curriculum delivery. Medium Term Plans are written by year groups with the support of the Subject Leads to ensure the necessary coverage and

progression as set out in the Curriculum documents. For D & T planning, 'Design and technology Association' has been used to create a curriculum that is broad, balanced and deep. The Design Technology curriculum has been created with a long-term plan for each year group which maps skills, knowledge and vocabulary over three half terms (with the other three half terms following the Art long term plan). This is carefully mapped out to ensure learning is progressive.

In D & T, we aim to grow ambition through our teaching and we ensure children see themselves represented in the learning ensuring they have a good knowledge of craft makers across a range of nationalities and cultures. We ensure that Design and Technology inspires children and opens the world of *work and future careers*.

Monitoring through book looks, lesson visits and pupil voice, led by the Subject Lead and SLT will focus on the children and their learning journey. This will provide support where necessary, assessing the appropriate level of challenge and adapting where necessary. Teachers will identify those children who would benefit from an additional level of challenge with support from the Subject Lead.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year.

Teachers will be aware of the learning journeys that their children are on and be able to provide examples of where they have adapted or deviated from plans to meet needs, evidencing that adaptation with learning in books. Learning in books will show that children take pride in their work. Activities will be able to be tracked through a coherent sequence of lessons and misconceptions will be addressed with further activities. Subject specific vocabulary will be evident in children's work.

Where children find it difficult to record their thoughts in written format, alternative recording methods (e.g. video / voice recordings on Seesaw; use of an adult as a scribe) will capture their progress in a subject.

Pupil voice interviews will reveal children who are able to talk confidently about what they have learned. They will be able to talk about the specific features of different subjects and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next.

Children will be able to explain how they receive feedback from their teachers and how this supports their next steps learning. It is important that Wensum meet the criteria of designing and making 'Something, for Somebody, for Some purpose' and don't allow D&T to become a purely practical, craft subject.

By the time the children at Wensum Junior School leave our school they will have developed: a secure knowledge of a range of Design and technology skills, an understanding of craft makers around the world and from different time periods; the ability to reflect on the work of a crafter, their own craft work and the work of their peers. But most importantly, a passion for D & T and the confidence to express themselves through a range of mediums.

As a school, we begin our Design and Technology journey in Summer 2 2023 with a whole school project – ‘Coming together to create inspiring environments’. Each year group will focus on the fundamental areas of DT. We aim to inspire the children to lead the research and evaluation of the school and they will be supported in their decision making and developing their design brief throughout the design and making process.

Half term plan - Summer 2 (6 weeks)

<u>Intention and 6 week plan</u>	<u>National curriculum coverage</u>	<u>Outcomes</u>
<p data-bbox="165 839 703 922"><u>Project - Coming together to create inspiring environments.</u></p> <ol style="list-style-type: none"> <li data-bbox="165 1018 667 1085">1.To research and locate areas of concern. <li data-bbox="165 1120 689 1187">2.Research successful projects and collect inspiration <li data-bbox="165 1222 654 1289">3.Form initial ideas and begin to visualise 	<p data-bbox="806 839 985 874">Key stage 2</p> <p data-bbox="806 903 1424 1094">Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p data-bbox="806 1126 1415 1359">generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p data-bbox="1453 833 2024 900">To have created inspiring environments throughout the school.</p> <p data-bbox="1453 935 2042 1002">To have worked collaboratively on group projects.</p> <p data-bbox="1453 1037 1948 1072">To be resilient to problem solving.</p> <p data-bbox="1453 1107 2024 1174">To be able to evaluate others and their own work.</p> <p data-bbox="1453 1209 2051 1276">To use the vocabulary essential to Design and Technology.</p>

and develop ideas to include diagrams / models / explanations as to how to achieve the final design brief.

5. Making process and problem solving begins!

6. Evaluate

Each year group will collate a rich bank of photographs showing progression and a thoughtful and meaningful evaluation to conclude the project.

Children will use their sketchbooks to showcase their personal journey.

Make

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

investigate and analyse a range of existing products.

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Wensum Art and DT Long term plan 2023-2024

Extra content for consideration

Year 3	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design	<p>Design and technology Unit: Textiles: Cross-stitch and appliqué (Lesson 1) Unit: Mechanical systems: Pneumatic toys (Lesson 1 and/or 2)</p> <p>Art and design Unit: Painting and mixed media: Prehistoric painting (Lesson 1, 3 and/or 4)</p>
	Cooking and nutrition: Eating seasonally (4 lessons)	Drawing: Growing artists (5 lessons)	Digital world: Electronic charm (4 lessons)	Craft and design: Ancient Egyptian scrolls (5 lessons)	Structures: Constructing a castle (4 lessons)	Sculpture and 3D: Abstract shape and space (5 Lessons)	
Year 4	Art and design	Design and technology	Art and design	Design and technology	Art and design	Design and technology	<p>Design and technology Unit: Food: adapting a recipe (Lesson 1) Unit: Textiles: Fastenings (Lesson 1)</p> <p>Art and design Unit: Sculpture and 3D: Mega materials (Lesson 1, 2 and/or 5)</p>
	Drawing: Power prints (5 lessons)	Structure: Pavilions (4 lessons)	Painting and mixed media: Light and dark (5 lessons)	Mechanical systems: Making a slingshot car (4 lessons)	Craft and design: Fabric of nature (5 lessons)	Electrical systems: Torches (4 lessons)	
Year 5	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design	<p>Art and design Unit: Craft and design: Architecture (Lesson 3, 4 and/or 5)</p>
	Electrical systems: Doodlers (4 lessons)	Sculpture and 3D: Interactive installation (5 lessons)	Mechanical systems: Making a pop-up book (4 lessons)	Drawing: I need space (5 lessons)	Cooking and nutrition: What could be healthier? (4 lessons)	Painting and mixed media: Portraits (5 lessons)	
Year 6	Art and design	Design and technology	Art and design	Design and technology	Art and design	Design and technology	<p>Art and design Unit: Painting and mixed media: Artist study (Lesson 1, 4 and/or 5)</p>
	Craft and design: Photo opportunity (5 lessons)	Textiles: Waistcoats (4 lessons)	Drawing: Make my voice heard (5 lessons)	Structure: Playgrounds (4 lessons)	Sculpture and 3D: Making memories - (5 lessons)	Digital world: Navigating the world (4 lessons)	

