Brompton and Sawdon Community Primary School

Curriculum Intent Statement Design and Technology (D.T.)

Brompton & Sawdon Primary School is located in Brompton-by-Sawdon, a small village which is most famous for being the home of Sir George Cayley, commonly known as the '*Father of Aviation*'. Sir George is widely recognised to have been the first person to understand the principles and forces of flight, as well as being the first inventor to have constructed a flying aeroplane. He developed a number of patents and inventions over his life, not just in aviation. It is through this spirit that our school implements its Design and Technology curriculum, so that our students, like Sir George, are **Ready to Fly** in Design and Technology.

At Brompton & Sawdon, we recognise that, like Sir George, learning through practical activity and observation can have a huge impact. We ensure that children have a range of opportunities to design and make a range of products for a range of purposes. However, we also ensure that children do not see Design and Technology as just about 'making things'. Children are taught to **Respect** the technical knowledge and progressive skills required to be successful in DT. They do this by being taught about notable designers, inventors and architects (including, but not limited to, Sir George Cayley) and the process that these individuals went through of Design, Make and Evaluate.

Children are taught through this process in a range of situations. For example, building on the school's value of **Nature**, children design, make and evaluate products they create in Wild School, such as shelters, bat boxes or bird hides. Children are provided with the opportunity to practise elements of this process together: through our value of **Family**, children work together to evaluate each other's work and suggest constructive strategies to improve.

Children also apply this same process (design, make, evaluate) when they are taught about cooking and nutrition, which builds upon our Healthy Schools award, and allows children to see that DT is not just about making products. The fidelity to the discipline of Design and Technology is also enhanced by children being explicitly taught the differences between DT and some subjects which may be taught alongside it. In particular, we feel it is crucial that children understand the difference between DT and Art & Design or between DT and other STEM (Science, Technology, Engineering and Mathematics) related subjects, although we believe it is crucial that the principles of DT are also reinforced through some of these subjects.

We also recognise our responsibility to develop our children as global citizens with the skills and knowledge to contribute positively to their communities. Throughout our Geography curriculum we also entwine opportunities to develop the following areas of knowledge:

Diversity		• Know that everybody can be a designer	• Compare the backgrounds of some well-known designers	• Discuss how your background / where you live in the world might limit your opportunities in design and technology.
Global awareness		• Recognise that some of the things that we use will have been designed and made around the world	• Consider where items in school / toys / clothes have been made	• Suggest why some areas are a hotspot for design (eg. Fashion in New York City, London, Milan, and Paris / cars in Germany / Silicon Valley in America
Rural Aspirations		• Know that everything man-made has been carefully designed/started with an idea	• Consider the skills needed to be an effective designer and where they might get their ideas/inspiration	• Discuss the benefits of computer aided design instead of traditional pen and paper methods. • Discuss the various people involved in developing and selling a product (researchers / designers / testers /marketing /selling
Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking for ways to learn from it.		

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.