|  |  |  |
| --- | --- | --- |
| **Design Technology Curriculum**  **Impact Statement 2023** | |  |
| **Overall synopsis / developments:**   * The KAPOW curriculum for Design and Technology has been taught successfully throughout both key stages. We adapted the KAPOW curriculum to meet the needs of our children and incorporate additional resources to enhance their learning; however, staff felt that there were too many units to cover throughout the year and that it was unmanageable. Therefore, we have acted upon this and have produced a condensed curriculum which reduces the number of DT lessons taught. This will allow our children to access the DT curriculum in more depth. * During Science Week 2024, the school had a STEM Super Learning Day which was run by the science and DT ambassadors. Throughout school, we looked at female engineers and learnt about their impact on STEM. The children also engaged in STEM research and activities and we talked about parents who had careers in the STEM. The children were so enthused and when asked during their pupil voice interviews, they highlighted this learning day as ‘inspiring’. * The changes which we made to each class time table so that DT is taught more frequently (enabling the retention of information, knowledge and skills children learn throughout the year) has been very beneficial and this was apparent during pupil voice interviews. * The STEM unit incorporated at the end of the year to enhance Design Technology and science learning was successful. Children loved taking part in their own projects and learnt so much about STEM but also about how to evaluate their own learning. | **Design Technology in the EYFS:**  Design technology falls under the strand of ‘Expressive Art and Design’ where our reception children are taught about art, design, music and technology. They learn how to express themselves creatively and Design Technology enables them to gain knowledge and understanding of their world. | |
| **Data overview for Computing**  Percentage of children at the Expected Standard or better (age appropriate)   |  |  |  |  | | --- | --- | --- | --- | | Reception | Key Stage 1 | Key Stage 2 | Whole school | | 96.4% | 89.1% | 96.3% | 93.9% | | |
| **Highlights / Life in all its fullness:**   * STEM day with a focus on women in engineering. The children not only gained so much knew knowledge but were also very inspired (see overall synopsis). * Ofsted inspection which looked at our science curriculum in a ‘Shallow Dive’ were incredibly complimentary of our children’s *STEM* learning also which is weaved in through our Design Technology units and as a bigger project at the end of the summer term. * Key stage 1 design technology club with Mr Hodgekiss. | |
| **Subject leadership - CPD, Monitoring and books:**  - Broad range of resources available for effective teaching  - Learning walks and book looks have been successful in providing an overview of how our DT curriculum demonstrates progress throughout both key stages from EYFS.  - Allowing opportunity for our ambassadors to have a say in their learning, along with pupil voice from across school has allowed us to refine our curriculum with pupil voice being taken into consideration.  - Links with science (STEM)  - A condensed Design Technology curriculum has meant that objectives can be taught more thoroughly. |
| **Pupil voice (including ambassadors)**  ‘We loved creating our operating clown structures and sharing them with year 6. Ours didn’t light up at first but we worked hard to improve it and it eventually worked!’  ‘I enjoy making food with Mrs Appleton. We made healthy snacks during our DT lessons’.  ‘I enjoy sewing. It is tricky but I don’t give up!’ | |