

DT Overview



Intent	Implementation	Impact
<p>We use the Kapow Scheme of Work because it aims to inspire pupils to become curious, creative and innovative thinkers with a broad understanding of how products are designed and made. In other words, it aims to encourage them to think like designers and engineers.</p> <p>All children are encouraged to:</p> <ul style="list-style-type: none"> ● develop and use the 'design, make, evaluate' approach ● be inquisitive about the way things work, both asking and answering questions in order to deepen understanding ● progressively produce detailed designs and make prototypes in order to refine their designs before creating a final piece ● consider health and safety ● reflect upon their final products, considering how they could have altered their design or techniques to impact the overall appearance and/or functionality of their product ● develop and use relevant specialist vocabulary for topics; <p>As part of our DT provision at Westgate, we aim to:</p> <ul style="list-style-type: none"> ● Prepare the children for the developing world, encouraging them to become creative problem solvers, both as individuals and as part of a team. ● Follow the 'Design, Make, Evaluate' approach ● teach technical skills which encompass Structures, Mechanisms, Textiles, Electrical Systems, Food and Nutrition, and Digital World. 	<p>We teach a Unit of DT each term. Each unit teaches key skills and key knowledge. We follow a spiral curriculum, ensuring pupils revisit and develop their understanding of key themes and progress, allowing them to make meaningful connections and to reinforce their learning.</p> <p>Lessons have the following structure:</p> <p><u>Recap and recall</u> - Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.</p> <p>Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.</p> <p><u>Attention Grabber</u>- A short, engaging activity designed to hook pupils into the new learning in the lesson.</p> <p>This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.</p> <p><u>Main Event</u> - The core part of the lesson, where pupils engage in activities that develop their understanding of the learning objective.</p> <p>This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.</p> <p><u>Wrapping Up</u> - A final reflective activity that consolidates learning. This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.</p> <p>In addition, lessons include:</p> <ul style="list-style-type: none"> ● Relevant vocabulary – identify and ensure that this is taught and used accurately by both staff and children; 	<p>Impact is measured by ensuring that children not only acquire the age-related knowledge linked to the DT curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.</p> <p>All children will have:</p> <ul style="list-style-type: none"> ● A sketchbook in which to record learning, where they evidence all 3 stages (Design, Make, Evaluate) ● The opportunity to share and discuss their work, as well as to identify their own next steps through self and peer assessment ● High aspirations, which will see them through to further study, work and a successful adult life. <p>Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.</p> <p>Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.</p> <p>In addition, we measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> ● Monitoring and analysis of pupil progress; ● Pupil discussions about their learning; ● Termly assessment using Insight

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Regular opportunities to share their creations with other members of the school;
- Linking the curriculum to the school's Learning Behaviours and British Values;

As part of this assessment process, in lessons teachers will question, observe, discuss and reflect. Lesson pauses, retrieval practice and use of success criteria also ensure that teachers can gauge understanding in the moment and adapt lessons where needed.

The DT lead will:

- Support staff, as required in planning and assessment.
- Support staff, with CPD and training