



'Treat other people as you would like to be treated'

We believe that children should be inquisitive, imaginative and resilient learners who are aspirational and flourish in the world that God has given us. Our Curriculum enables children to learn and to be able to articulate their learning, preparing them for their experience of learning at secondary school and creating a desire for lifelong learning.

Intent	At St Peter's Catholic Primary School we aspire to help children to use their imagination and creativity to develop a life-long love of design and technology. We focus on developing the skills, knowledge and understanding that children need in order to have a positive growth mind-set to their learning and to become creative learners.				
	Designing	Making	Evaluating	Technical Knowledge	Cooking and Nutrition
Knowledge, understanding and skills for DT	Design purposeful, functional, appealing products; to fit for purpose. Generate, develop, model and communicate their ideas.	Use a range of tools and equipment to perform practical tasks. Use a wide range of materials and components e.g. construction.	Explore and evaluate a range of existing products and their own ideas. Investigate and analyse. Understand how key events and individuals in DT have helped shape the world.	Build structures, exploring how they can be stronger. Explore and use mechanisms. Understand and use electrical systems in their products. Apply their understanding of computing to program their work.	Use and understand the basic principles of a healthy and varied diet. Understand where food comes from. Prepare and cook a variety of dishes.

Im ple me	DT Essentials
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	<p>Projects on a Page is based on the six essentials of good practice in DT. These need to be in place in teachers' planning to ensure children's learning is genuinely design and technological in nature.</p> <p>User – children should have a clear idea of who they are designing and making products for, considering their needs, wants, interest or preferences. The user could be themselves, an imaginary character, another person, client consumer or a specific target audience.</p> <p>Purpose – children should know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.</p> <p>Functionality – children should design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics.</p> <p>Design Decisions – when designing and making, children need opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.</p> <p>Innovation – when designing and making, children need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.</p> <p>Authenticity – children should design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.</p>		
	Broad and balance curriculum	DT Activities	Cross Curricular links
	<p>'Project on a page' scheme provides teachers with project planners, which breaks down all the stages to teach a successful DT lesson. It provides the key vocabulary, prior knowledge and steps to success for each unit.</p> <p>The Scheme supports all the requirements of the National Curriculum and ensures that DT has a high-quality contribution to a broad and balanced primary curriculum, helping to raise standards in English and mathematics.</p>	<p><u>Three types of DT activities:</u></p> <p>Investigative and Evaluative Activities – where children learn from a range of existing products and find out about DT in the wider world.</p> <p>Focused Tasks – where they are taught specific technical knowledge, designing skills and making skills.</p> <p>Design, Make and Evaluate Assignment – where children create functional products with users and purposes in mind.</p>	<p>Where possible, links will be made to current topics, to engage pupils and make their learning relevant. Children's knowledge and understanding in science is often closely related to DT projects. Other subjects such as mathematics, art and design, computing will appear in areas of our DT projects.</p>

Impact	At the end of the two year cycle, the children will have experienced of:			
	Pupils Voice	Evidence in Skills	Evidence in Knowledge	Outcomes

	Children to discuss and to be questioned about their learning. These discussions will include their thoughts, ideas, processing and evaluations of work.	Showcase of work produced shows development of skills from FPT	Assessing children's understanding of topic linked vocabulary before and after the unit is taught.	Children can perform and share their work with others. They can compare and comment on skills, techniques and ideas that they and others have used, then use their observations to improve their work.
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