



“With God all things are possible.” Matthew 19:26



Curriculum Overview and Statement of Intent, Implementation and Impact Design and Technology



Safeguarding

Safeguarding is at the centre of everything we do at St Matthew’s, we aim to ensure that everyone working in our school understands and adheres to their safeguarding responsibilities. We have a duty of care to all staff, pupils and their families. The safety and protection of all children is of paramount importance to all those involved in education. We are committed to inter-agency working to keep children safe. Together as a school community we provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual pupil, whilst paying due regard to the protected characteristics of every child.

Equality and Diversity

As a Church of England Aided Primary School, St. Matthew’s school is rooted in Christian values and TEAM spirit, we aspire to be an innovative and inspiring community where every individual is provided with the opportunity to flourish spiritually, morally, emotionally, physically and intellectually. We are ‘Individuals working to potential with God’.

The school is committed to:

- promoting racial equality, good race relations and challenging racial discrimination. This is reflected in all school policies, procedures, processes and practices.
- ensuring that it is a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued and able to achieve their full potential.
- protecting the rights of all pupils, staff, parents, governors and visitors to the school.
- respecting and valuing differences between people.
- meeting the diverse needs of pupils.
- preparing pupils for life in a multi-ethnic society.
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination.

Intent	Implementation	Impact
<p><i>At St Matthew’s Primary school, our school vision is to encourage all children to flourish spiritually, morally, emotionally, physically and intellectually in all aspects of life demonstrating perseverance and resilience; this is emulated across all curriculum areas.</i></p>	<p><i>At St Matthew’s, we teach Design Technology across the Foundation Stage, KS1 and Key Stage 2. The school uses the Cornerstones scheme of work to support the teaching and learning of D.T. Progression grids show clear development of knowledge and skills in the different areas of D.T.</i></p>	<p><i>Through the high quality first teaching of Design Technology taking place, we will see the impact of the subject in the following ways:</i></p>

<p>The intent of the Design Technology curriculum at St Matthew's is to provide rich opportunities for children to be creative thinkers and to be confident with the design process.</p> <p>The Design Technology curriculum ensures all pupils:</p> <ul style="list-style-type: none"> • Become risk takers, creating bold and innovative designs linked to specific design criteria. • Are reflective, looking at their designs with a critical eye, evaluating and making adaptations. • Have an awareness of the impact of design on a global scale, fostering skills that the children can use for future design. • Ensure that the children gain cultural capital acquiring knowledge and skills which they can utilise to be successful in society and in possible future career opportunities. • Be aware of key designers and inventors who have made a significant impact on society. 	<ul style="list-style-type: none"> • Through using the Cornerstones scheme of work as the basis for planning, teachers can deliver a sequence of lessons where skills are developed, and progression is clear. • Staff build on prior knowledge and skills and have a clear understanding of the objectives to be achieved in each topic. • The curriculum focuses upon the three main processes; design, make and evaluate. • Each design process is underpinned by technological knowledge which is linked to the specific topic being covered. • Lessons incorporate a variety of learning styles including independent, grouped and paired tasks. • Each topic will include a memorable experience as a hook for the children providing engaging activities for the children. • Title pages highlight the key knowledge, skills and vocabulary to be covered during a topic and are used as a working document by both staff and children. <p>Our progression of skills document clearly shows the skills which are taught within each year group to ensure both progress and attainment.</p>	<ul style="list-style-type: none"> • Children will be confident in design and technology and will know, remember and understand more, applying these skills to other areas of the curriculum. • Children will understand of the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment. • Children will have an appreciation for key individuals, inventions, and events in history and of today that impact our world. • Children will self-evaluate and reflect on learning at different stages and identify areas to improve. • The large majority of children will achieve age related expectations in Design Technology. • As designers, children will develop skills and attributes they can use beyond school and into adulthood.
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