

West Kirby School Curriculum Overview – Intent, Implementation, Impact



Subject: DT

Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum and the DT progression Framework it is our aim to develop:

- A positive attitude towards Design Technology.
- Competence and confidence in all skills (Investigating, research, creative making, reviewing, refining and realising).
- An ability to Identify, interpret, analyse work by Artists, craftspeople and designers, compare and contrast and evaluate, imagery.
- An ability to understanding how DT is used across the curriculum and in real life.
- To achieve GCSE or other externally accredited examinations by the end of P16

Assessments including baselines

Teacher Assessment (Monthly)

GCSE Three Dimensional Art and Design (GCSE Yr 11+)

As Level Three Dimensional Art and Design (Yr12 +)

Provision for SEND and GT

Children with SEN are taught within the timetabled Design and Technology lessons and are encouraged to take part when and where possible

Where applicable children's IEPs incorporate suitable objectives based upon their EHCP

Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths

| <p style="text-align: center;"><u>Intent</u> (Curriculum design, coverage and appropriateness)</p> | <p style="text-align: center;"><u>Implementation</u> (Curriculum delivery , teaching and Assessment)</p> | <p style="text-align: center;"><u>Impact</u> (Attainment and progress, reading, destinations)</p> |
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| <p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> ● Topics and skills covered will fulfil the requirements of Design and Technology National Curriculum. ● Planning will be completed by subject lead then differentiated appropriate to age/ability/SEN needs of each class. ● A breadth of Topics and skills will be covered. ● Cross Curriculum links identifies in planning ● Plan lessons around enquiry questions and learning rather than learning objectives e.g. “Where would welding be used in everyday life?” ● The curriculum is focused on knowledge that takes pupil beyond their everyday experience | <p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> ● Cross curricular link fully utilized especially SMSC/PHSE/Speaking & Listening Reading and Writing / numeracy ● Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate ● Memorable learning experience used to enhance learning experience and different learning styles. | <p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> ● Work Scrutiny ● Lesson Observations ● Learning walks ● Pupil progress Meetings ● Pupil progress discussion ● GCSE ● As and A Level |
| <p style="text-align: center;"><u>Key Stage 1 and 12</u></p> <ul style="list-style-type: none"> ● All Key stage 2 pupils set targets of 1 years progress | <p style="text-align: center;"><u>Key stage1 and 2</u></p> <ul style="list-style-type: none"> ● Use of a range of media and techniques so all have access to exciting curriculum. | <p style="text-align: center;"><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> ● Teacher assessment completed half termly ● Skills tracker |
| <p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> ● All Key stage 3 pupils set targets of 1 years progress | <p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> ● Use of a range of media and techniques so all have access to Design and Technology teacher to oversee curriculum delivery and provide support and training to non- specialist teachers. | <p style="text-align: center;"><u>July 2019</u></p> <ul style="list-style-type: none"> ● Teacher assessment completed half termly ● Skills tracker |
| <p style="text-align: center;"><u>Key Stage 4 and 5</u> All</p> <ul style="list-style-type: none"> ● All year 11 pupils to complete an external qualification in Three Dimensional Art and Design. | <p style="text-align: center;"><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> ● Use of Design and Technology interventions such as projects based on Pupil’s interests, support, additional lessons, bespoke resources, method of working ● Use of specialist Design and Technology teacher to oversee curriculum delivery and provide support and training to non- specialist Staff. | <p style="text-align: center;"><u>Key stage 4 and 5</u> <u>July 2019</u></p> <ul style="list-style-type: none"> ● 100 % of pupils achieved GCSE Three Dimensional Art and Design 9-1 Grade. <p style="text-align: center;">100% of all year 11 pupils completed an external qualification</p> |

