

CLIFTONVILLE PRIMARY SCHOOL



OUR MISSION

As an outstanding school, we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be
That through our high-quality learning experiences & curriculum we will improve the life-chances of our children
That we educate the whole child so they can thrive in a changing world

DT VISION AND CURRICULUM STATEMENT

At Cliftonville Primary School the principal aim of our DT curriculum is to inspire children to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts. Through our DT curriculum pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. We endeavour to broaden their horizons and raise their aspirations through developing an understanding of how design and technology makes an essential contribution to the culture, creativity and wealth of our nation.

The starting point of every DT topic is the evaluation of existing products which develops pupils' critical understanding of products' impact on daily life and the wider world. This is part of the 'evaluate' strand of the curriculum. Through this, pupils also develop an understanding of how products work; and contexts, users and purposes, in order to develop and communicate their own design ideas. This forms the 'design' strand of our curriculum. The 'make' strand of the curriculum enables pupils to develop the creative, technical and practical expertise needed to make the products that they have designed. Nutrition and cookery topics follow the same cycle. The process concludes back with the 'evaluate' strand as pupils evaluate their own products. The curriculum is carefully sequenced throughout EYFS and Key Stage 1 and Key Stage 2 to equip pupils with the skills and knowledge necessary for them to fully access the Key Stage 3 DT curriculum.

Teaching DT terminology is an important element of our DT curriculum. As they progress through the curriculum, pupils will develop an extended DT vocabulary which they will be challenged to use both orally, to discuss existing products; the knowledge and skills that they are acquiring; and the products that they have produced, and in written recording of research and designs in their DT books.

Our DT curriculum maximises opportunities to apply and consolidate skills and knowledge gained in maths (measuring, data), science (forces, materials), IT (computer-controlled products) and art (cutting, joining and finishing techniques). The context for most DT topics is inspired by the main history/geography/science topic being studied at the time. These cross-curricular links enable pupils to make connections which deepen their subject knowledge, as well as their understanding of how subjects relate to each other in the wider world.