DT, Food and Nutrition Curriculum Statement for Long Sutton C of E Primary School

Core Christian Values				
Love	Perseverance	Thankfulness	Hope	Compassion

Learning Muscles		
Collaboration	Resilience	Reflection

Curriculum Drivers						
Developing Independence	Oracy	Reading	Diversity	Aspiration	Community	Enquiry

Subject Drivers/principles		
Design	Make	Evaluate

Intent

At Long Sutton C of E Primary School we intend to build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more. We intend to design a design technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum. Our curriculum outlines the three main stages of the design process: design, make and evaluate and each stage of this is underpinned by technical knowledge. Within our curriculum cooking and nutrition are of high importance as a life skill has a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

Implementation

We use a clear and comprehensive scheme of work in line with the National Curriculum from Kapow.	Each unit follows the three stages, to form a full project. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding, required for each strand.	Cooking and nutrition will be taught at least annually with additional focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.	The two year rolling programme ensures that children in KS1 complete projects on cooking and nutrition, Mechanisms/Mechanical Systems, Structures and textiles; In KS2 as above plus Electrical systems.	A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken.	Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.

Impact

Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum. Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school. 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.