



St. Joseph's Catholic Primary School & Pre-School

Design and Technology

Intent

Design and technology at St Josephs' is an inspiring, rigorous and practical subject taught throughout the school, which uses creativity and imagination as a tool for learning skills progressively to an ever evolving and developing technical world. When faced with contextual situations, we look to develop our children's knowledge of techniques and skills which will then be applied to gain a practical knowledge of these skills can be used in real-life situations.

Children are encouraged to think about the context and developing steps and strategies on how to influence and modify the items to enhance the context. Within our curriculum, children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers, when designing, making, and evaluating their own work based on research, real-life examples and taught uses of tools and materials. We ensure that our curriculum enables the development of potential 'engineers' and 'innovators' of the future.

Implementation

- Design and Technology projects, which build upon previous knowledge and skills, following the Kapow programme of study.
- Teachers lead and support students to consider problems and encourage them to call upon their skills to solve these.
- Children are at the forefront of their projects through discussion and planning of steps to take to design their own pieces of work.
- The children have opportunities to consider what went well or how the object could be changed to better suit the needs of the learning aim. Children will share ideas and try different techniques to find and demonstrate different outcomes.
- Opportunities to develop a 'real life' experience that sets the children up for adulthood.

Impact

Children are excited to participate in Design Technology topics. They become more confident to share their ideas with their peers and consider different ways to find a solution. Children work as part of a team to encourage one another to complete specific skills and to also reflect on their creations. As a result, they develop resilience and perseverance.

The Curriculum

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	Cooking and Nutrition - Soup	Structures - Boats	Textiles - Bookmarks
Year 1	Structures – Stables Structures	Mechanisms – Wheels and Axles	Cooking and Nutrition - Smoothies
Year 2	Structures – A Chair for Bear	Textiles - Pouches	Cooking and Nutrition – A balanced Diet
Year 3	Mechanical Systems – Pneumatic Toys	Structures – Product Packaging	Cooking and Nutrition – Eating Seasonally
Year 4	Electrical Systems - Torches	Cooking and Nutrition – Adapting a Recipe	Textiles - Fastenings
Year 5	Textiles – Stuffed Toys	Structures - Bridges	Cooking and Nutrition – Developing a Recipe
Year 6	Digital World – Navigating the World	Textiles - Bags	Cooking and Nutrition – Come Dine with Me

EYFS

Pre-School Statutory Educational Programme:

Year Group	Autumn Term	Spring Term	Summer Term
Pre-School (2 year olds)	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Use their imagination and they consider what they can do with different materials.	Make simple models to express their ideas.
Pre-School (3 year olds)	Explore different materials freely, to develop their ideas about how to use them and what to make.	Join different materials and explore different textures.	Develop their own ideas and decide which materials to use to express them.



St. Joseph's Catholic Primary School & Pre-School

The Curriculum

KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (How toys have changed over time)	Events beyond living memory that are significant nationally or globally. (First car, flight, bicycle)	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Queen Elizabeth 11 & King Charles)
Year 2	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Florence Nightingale & Tim Peake)	Events beyond living memory that are significant nationally or globally. (The Great Fire of London)	Significant historical events, people and places in their own locality. (The history of the seaside specifically focusing on Southend-on-Sea).





St. Joseph's Catholic Primary School & Pre-School

The Curriculum

KS2

Pupils should continue to **develop a chronologically secure knowledge and understanding of British, local and world history**, establishing clear narratives within and across the periods they study. They should note **connections, contrasts and trends over time** and develop the appropriate use of **historical terms**. They should regularly address and sometimes **devise historically valid questions** about change, cause, similarity and difference, and significance. They should construct **informed responses** that involve **thoughtful selection** and organisation of **relevant historical information**. They should understand **how our knowledge of the past is constructed from a range of sources**.

Year Group	Autumn Term	Spring Term	Summer Term
Year 3	Changes in Britain from the Stone Age to the Iron Age. <i>(Stone Age – Iron Age)</i>	The Roman Empire and its impact on Britain. <i>(The Romans)</i>	A significant turning point in British History. <i>(The Windrush)</i>
Year 4	Britain's settlement by Anglo-Saxons and Scots. <i>(The Anglo-Saxons)</i>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <i>(The Vikings)</i>	A local history study. <i>(The Normans)</i> <i>Or stick with the Ancient Greeks</i>
Year 5	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <i>(The Tudors)</i>	A non-European society that provides contrasts with British history. <i>(Benin)</i>	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study. <i>(The Egyptians)</i>
Year 6	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.	A local history study. <i>(Train station in SWF)</i>	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <i>(WW2)</i>



