

Oasis Academy Broadoak Curriculum Statement

Design and Technology



At Oasis Academy Broadoak, Design and technology is an inspiring subject that allows our pupils to use their creativity and imagination. It gives them the opportunity to design and make products that solve real and relevant problems within a variety of contexts, considering the needs of themselves and others. Throughout Design and Technology lessons, they will be given many opportunities to learn through mathematics, science, engineering, computing and art and further develop their skills in these areas of the curriculum. At Oasis Academy Broadoak, we want the children not only to become designers but to learn to take risks as well as become resourceful, innovative, enterprising and capable people.

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Each unit will have an associated knowledge organiser which states the key golden nuggets to be learnt. • All lessons will start with a 'do now': something we learnt previously, something we learnt last week and something we are learning now – to continually revisit prior knowledge. • All lessons will have a learning objective that clearly communicates the new knowledge being learnt. • Success criteria will provide clear steps to achieve the LO including the DT skills being used. • Over the unit children will have the opportunity to investigate, design, create and evaluate 	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> • Children know what they are learning and why. • Children will begin to link prior learning to new learning. • Children have confidence in discussing DT, their own work and identifying their own strengths and areas for development. • Children can show that they are challenged and how.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum and lesson structures to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as designers. • Ensure teachers' subject knowledge is sufficient and put training in place where needed. • Lead staff training where needed. • Ensure an appropriate progression of skills 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Have a developed learning wall which contains: <ul style="list-style-type: none"> - Knowledge organiser - Journey of learning - Key 'golden nuggets' learnt - Key vocabulary - Celebration of work • Have quality DT equipment needed for the unit of work • Have quality texts related to the topic of learning if appropriate. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Children have the opportunity to learn knowledge related to DT and apply this • Clear progression of DT skills in line with the expectations set out in the progression document and the national curriculum. • Knowledge grab at the end of the unit, using the layout of the knowledge organiser, to show what they have learnt.

<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Plan appropriate sequences of lessons which develop appropriate coverage of knowledge, skills and vocabulary. • Design knowledge organisers that capture the key nuggets of learning throughout the unit. • Ensure that resources are appropriate. • Seek support from leaders when needed. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and use the learning pit to help them with this. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence. • Able to explain what they have learnt and how they can improve. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Monitor the impact of the units of work in place. • Monitor the standards in the subject to ensure outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.