Rationale for Design & Technology

We follow Quigley's The Essential Curriculum for our Design & Technology curriculum having adapted it to suit the needs and interests of our learning community. The key threshold concepts ('big ideas') that shape what pupils will explore are:

- Master practical skills
- Design, make, evaluate and improve
- Take inspiration from design throughout history

Our curriculum is split across the following subject areas for mastering skills:

- Food
- Materials
- Textiles
- Electricals and electronics
- Construction
- Mechanics
- Computing

Content is determined by subject leaders to enable our progression of knowledge and skills model however it is individual teacher's responsibility to plan continuous opportunities for retrieval practice for previously learned content and developing the following:

- Taking inspiration from design throughout history

Mastery and depth of learning is defined as:

- Mastery (end of milestone): pupils meeting or mastering the end of key stage expectations and progress over time.
- Depth (day to day/across a year): pupils understanding lesson content well enough and being able to use and/or apply knowledge/skills

Proof of progress (POP) tasks are set by teachers to prove that pupils are gaining a deeper understanding of the same content/skills.

Nothing is learned unless it rests in long-term memories