



MILL HILL COMMUNITY PRIMARY SCHOOL
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019 - 2020

CURRICULUM AREA	Design & Technology
CURRICULUM CO-ORDINATOR	Sarah Newby
DATE OF REVIEW	July 2020

FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
At the focusing stage the co-ordinator recognises that the school is at the beginning of a process. The co-ordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage the school has started to address some aspects of the key area but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage there still remains some issues to address in terms of whole school consistency and cohesion but many things are now in place and are becoming embedded, there has been significant development in the quality of provision and a real impact on standards.	At this stage the identified aspects of the subject are embedded fully in whole school approaches and practice. There is whole school consistency and cohesive practice and the impact on standards and progress is evident.

Monitoring activities 2019-2020	
What monitoring has taken place in FS/KS1/KS2 ➤ Work scrutiny in Autumn and Summer terms ➤ Pupil Interviews ➤ Planning scrutiny in Autumn & Summer terms ➤ Planning review	Who has been involved in monitoring? ➤ Subject leader – S Newby
What are the main strengths in this curriculum area?	
FS/ KS1 • Pupils in FS have continuous access to a range of resources and activities which promote skills and enthusiasm for the subject area. • Progression in the range of activities and topics covered.	KS2 • Subject knowledge of some members of staff Exciting topics/ projects planned for in some year groups. • Pupils are enthusiastic about their learning in • D&T
What are the areas for development in this curriculum area?	
FS/ KS1 • Not all year groups show enough coverage of the whole D&T curriculum. • Lack of evidence of learning in books. • Pupils not aware/ using correct vocabulary when talking about their learning in D&T.	KS2 • Not all year groups show enough coverage of the whole D&T curriculum. • Lack of evidence of learning in books.
How is pupil progress and attainment evaluated?	



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<p>FS/ KS1</p> <ul style="list-style-type: none"> • Target Tracker – curriculum progress tracked half termly 	<p>KS2</p> <ul style="list-style-type: none"> • Target Tracker – curriculum progress tracked half termly
<p>Progress of Pupil Premium Pupils in this curriculum area 2019 – 2020</p>	
<p>FS/ KS1/ KS2</p> <p>No data due to Covid 19 shut down.</p>	
<p>What are the next steps in this curriculum area? (include any actions for PP, SEND, EAL)</p>	
<ul style="list-style-type: none"> • To improve and promote the use of D&T related vocabulary. • To embed quality design and technology learning through projects which allow pupils to practice all their skills including evaluating, designing and making. • To ensure cooking and nutrition is taught in every year group. 	
<p>What are pupil attitudes to this curriculum area?</p>	
<p>Early Years</p> <ul style="list-style-type: none"> - D&T is not explicitly taught in early years but pupils have access to a range of construction kits and opportunities to construct models for a range of purposes throughout the year. 	
<p>KS1</p> <ul style="list-style-type: none"> - They enjoy the topics especially the making parts. - They like having access to 'real things' to help them generate ideas for their initial designs. - Pupils can see how their learning and skills have improved. 	
<p>KS2</p> <ul style="list-style-type: none"> - Pupils enjoy the subject area saying it's creative and fun. - Pupils enjoy using a range of materials, working as a team, making things which are purposeful and having opportunities to test their models. - Pupils appreciate being taught 'real life skills' such as cooking and learning about nutrition. - They would like opportunity to think of their own projects such as cooking a healthy curry. 	
<p>How does this curriculum area contribute to the teaching of English and Mathematics?</p>	
<p>ENGLISH</p> <ul style="list-style-type: none"> • Through learning and using subject specific vocabulary. • Labelling designs • Writing evaluations. 	<p>MATHS</p> <ul style="list-style-type: none"> • Measuring distances, weights, capacity, time. • Calculating • Recording information in tables. • Understanding properties of shape.
<p>What are the key resources?</p>	



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- D&T room with cooking facilities and equipment.
- A range of wood cutting tools, dowelling, wood, cutting boards.
- Craft resources including card, knives, board and kits.
- Construction kits in early years and KS1.

Curriculum intention: What are the objectives of your curriculum area?

- To learn about the designed and made world and how things work.
- To learn to design and make functional products for particular purposes and users.

Curriculum intent and implementation:
How is your curriculum area sequenced, structured, designed and implemented?

In early years pupils have continuous access to a range of activities and resources which help promote and develop pupil's skills in the EAD area of the EYFS curriculum.
Each year group from Year 1 – 6 teaches a minimum of 2 units of work throughout the year.
One of these units must focus on cooking and nutrition.

How does the school vision and values impact your subject intent and implementation?

- Respect and tolerance when completing evaluations and feedback
- Team work and co-operation.
- Enthusiasm of the subject from the pupils.

How does your curriculum reflect the British Values and SMSC?

Links to British values are made including decision making, showing initiative and innovative thinking when planning and completing projects, respect for democracy and others through sharing ideas and resources when completing projects and respect and tolerance when evaluating their own and each other's work. Pupils develop resilience by testing and evaluating their designs and their products throughout the process. They will be encouraged to think about their successes and their failures and use both to learn from

Which areas of your Curriculum Action Plan require focus in the next academic year?

To improve and promote the use of D&T related vocabulary.
To embed quality design and technology learning through projects which allow pupils to practice all their skills including evaluating, designing and making.
To ensure cooking and nutrition is taught in every year group.

What CPD has been attended?	What has been the impact of the CPD?
	<ul style="list-style-type: none"> • Planning review taken place. • D&T being more thoroughly planned, taught and covered.