



Luke 24:13-35 On the Road to Emmaus

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Intent

At Swineshead St Mary’s, the teaching of Design and Technology (D&T) encourages pupils to be confident, resilient, independent and creative problem-solvers. Our curriculum is planned so that pupils follow a process where evaluation and communication are key. D&T projects allow pupils to apply knowledge and skills from across the curriculum - including mathematics, science, computing and art - to design, make and evaluate products that solve real and relevant problems.

The ambitions for our curriculum:

- High aspirations permeate across the school
- The school offers a host of cultural experiences and enrichment opportunities
- Our pupils develop a love of life-long reading
- British Values are an intrinsic part of the school

The study of D&T plays a key role in achieving these ambitions. At Swineshead St Mary’s, we ensure D&T delivers the national curriculum in full, with depth and breadth. Leading on from our curriculum motto ‘Small Village, Big Horizons’, we believe D&T should be beneficial and significant in shaping our pupils’ lives. In a world where engineering, technology and design are critical, children should know what is possible in their futures and be inspired to contribute.

Examples of Curriculum Intent

High Aspirations

- High standards of expectations, equal to core subjects.
- Knowledge organisers clarify learning objectives and provide challenge.
- Questioning extends knowledge and tests reliability.
- Children design and make products with real-world benefit.
- Pupils investigate and evaluate existing products before creating their own.
- Work is based on achievable design briefs linked to other curriculum subjects.

Cultural Experiences and Enrichment

- Whole-school STEM week involving local businesses and parents.
- WOW days linked to D&T.
- Links to local places of interest such as Tattershall Castle and bridges over the River Witham.
- National STEM competitions.
- STEM activities for girls at Boston High School.



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British Values

- Democracy, Rule of Law, Individual Liberty, Tolerance & Respect.
- Pupils learn to work in teams and respect others' contributions.
- D&T curriculum involves varied tools and equipment, teaching responsibility and safety.
- Topics such as World's Kitchen and Fair-Trade link D&T with British Values.

Curriculum Knowledge

The D&T curriculum is carefully structured and sequenced to ensure coverage and progression. Knowledge is organised into building blocks, sequenced and revisited for spiral progression. Enquiry questions and key vocabulary are supported through knowledge organisers, working walls and lesson objectives. The curriculum knowledge covers both substantive and disciplinary knowledge.

Substantive Knowledge

In KS1, pupils learn to:

1. Design - purposeful, functional, appealing products based on criteria.
2. Make - use tools, equipment, materials and components.
3. Evaluate - explore and critique existing products.
4. Develop technical knowledge - build structures and mechanisms.
5. Food and Nutrition - prepare healthy dishes and understand food origins.

In KS2, pupils learn to:

1. Design - research and create innovative products for purpose.
2. Make - accurately use a wide range of tools, materials and components.
3. Evaluate - analyse existing products, evaluate their own, and consider historical context.
4. Develop technical knowledge - reinforce structures, use mechanical/electrical systems, and apply computing.
5. Food and Nutrition - cook a variety of savoury dishes, understand seasonality, and trace food sources.

Disciplinary Knowledge

Disciplinary knowledge in D&T enables pupils to 'know more and do more'. We identify core processes to be applied across subjects:

Investigation,
Expression,
Interpretation,
Application,
Discernment,
Analysis,
Synthesis
Evaluation.



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In DT, these are:

Investigation - asking relevant questions, using sources, researching products.

Expression - expressing opinions, suggesting how products work.

Interpretation - using technical vocabulary, interpreting design briefs and product purposes.

Application - applying new skills to making and designing products.

Discernment - recognising product importance and global impact.

Analysis - distinguishing fact from opinion, evaluating needs vs benefits.

Synthesis - connecting knowledge to improve and innovate.

Evaluation - assessing products and drawing evidence-based conclusions.

Processes for Effective Learning in D&T

1. Identify questions.
2. Plan and carry out enquiries.
3. Present and explain findings.
4. Empathise and reflect.
5. Evaluate.

Daily Implementation of D&T at Swineshead St Mary's

- Knowledge Organisers: accessible key knowledge and vocabulary.
- Working Walls: focus on key knowledge and exemplify terminology.
- Vocabulary: identified and highlighted at lesson starts.
- EYFS: strong foundation in Prime Areas, linked to Understanding the World.
- Books: subject-specific texts in lessons and reading areas.
- Artefacts: handling real objects to enhance knowledge and skills.
- Consistent teaching sequence: design briefs, investigations, skills, design and make.
- Learning environment: supportive and vocabulary-rich.
- Research: pupils independently investigate products and processes.
- Basic skills: English, Maths and ICT embedded in D&T work.
- Cultural capital: visits, visitors and WOW days.

Impact

Learning ABOUT D&T enables learning FROM D&T. It helps pupils to:

- ❖ Develop as critical and analytical thinkers.
- ❖ Increase understanding of their place in the world.
- ❖ Use enquiry, analysis, interpretation and evaluation skills.
- ❖ Develop curiosity about the wider world.
- ❖ Build a sense of identity and impact on society.
- ❖ Foster a love of reading linked to design, engineering and food.
- ❖ Understand British Values in practice.
- ❖ Recognise the importance of D&T in shaping the modern world.



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- ❖ Participate in a continuous cycle of investigation, design, make and improve.
- ❖ Believe they can make a positive difference to the world.



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