



*In the beginning God created the heavens and earth.' (Genesis 1:1)*

*God is depicted as Creator; of making a bountiful Earth teeming with life from nothing. Isaiah speaks of Him as potter with His people as the clay; the work of His hands. Creativity is celebrated. Humans have been blessed with many skills within a unique identity; design is an expression of these skills and the opportunity to create in response to a need; a celebration of human inventiveness.*

At St. Mary's we intend for the aspirational Design curriculum to enable pupils to leave St. Mary's with:

- ✓ The knowledge and skills to design by communicating innovative ideas and plans and modifying designs and prototypes in the light of testing and evaluation.
- ✓ The ability to develop technical competence, applying measurement and using tools and components with increasing accuracy to safely make well-finished products
- ✓ An awareness of the ways in which design can have a positive impact on the world, taking account of the necessity of balancing human need with sustainability as Stewards of God's Earth.
- ✓ The personal motivation to be excited about the process and method of design, including the endurance to modify products as needed and to make connections between this and other knowledge.

Implementation: How do we deliver the Design curriculum?

- ✓ Pupils are taught key knowledge and skills in clear progression as part of a 2-year cycle, linked closely to the National Curriculum with learning focussed on key concepts of design, making, evaluation, technical knowledge and cooking & nutrition
- ✓ Pupils are taught to be fluent in the vocabulary of Design as they understand the design process, including the need to demonstrate resilience when modifying as a result of evaluation or issues which arise within the design process itself
- ✓ Pupils are equipped to understand the ways in which design and invention occurs in the real world in response to a need and how this can be used to promote a justice for all as well as means of self-expression.
- ✓ Links are made with other subjects where possible, including the Science curriculum with a focus on the importance of nutrition and the learning which takes place in Forest School.
- ✓ Pupils in Key Stage 1 may choose design as part of their Continuous Provision; pupils in Key Stage 2 may be taught design as a block of lessons rather than in weekly chunks so that they become immersed in and enthused by the design process.
- ✓ Where possible, projects may be in response to a real-life need and in collaboration with the wider community.
- ✓ The sequence of learning includes opportunities to work collaboratively, using transferrable knowledge and skills.
- ✓ Engagement with projects such as the Pop-up café and catering for international afternoons strengthen links with the wider school community.
- ✓ Formative and summative assessment enables careful planning of next steps, with consolidation opportunities built into the sequence of learning.
- ✓ Quality First Teaching will enable all pupils to make progress, enhanced through appropriate CPD and training, along with subject monitoring and supportive subject leadership.

Impact: What difference is the curriculum making to our pupils?

- ✓ Pupils will achieve good progress based on prior starting points.
- ✓ Pupils will be ready to progress to the next stage of their learning in Design.
- ✓ Pupils will be excited by and engaged with Design, having a resilient attitude towards the Design- Make-Evaluate process.
- ✓ Pupils will have competency and flexibility to adapt their method of working and use prior knowledge to support learning.
- ✓ Pupils will have made connections within and between subjects and understand the way in which humans have the power of invention to improve the lives of themselves and others, including links with sustainability of the planet.

Impact is measured by the triangulation of lesson observations, work scrutiny and pupil voice in addition to assessment outcomes. Subject leader analysis establishes successes, targets and areas for development at individual, class and whole-school level.