



Our aim is to provide all our children with an engaging, exciting and empowering curriculum that equips them with the skills for success both now and in the future.

The development of our curriculum is based on the following key principles to meet the needs of the children in our community:

- To provide opportunities for all pupils to progress in their learning
- To promote spiritual, moral, social and cultural development
- To develop positive characteristics in our pupils with an emphasis on resilience for learning
- To provide pupils with a sense of place but to also widen their outlook to the world beyond.
- To give all pupils, especially disadvantaged pupils, experiences and essential knowledge that broaden their opportunities in life.

We believe the best schools reflect their local communities; we bring the community into our school and we take our pupils out into the community. The best schools also look beyond their local community and we ensure our pupils are part of the national and international conversation. We teach pupils how to be active members of the community and how to be good citizens of the world.

Curriculum statement for the teaching and learning of Design Technology

I N T E N T	Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Porthleven School, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.		
U n d	The Teaching of Skills	The Application of Skills	Vocabulary
	Porthleven pupils will:	Porthleven pupils are given regular opportunities to develop and apply the skills	Porthleven pupils will understand and use appropriate topic vocabulary.

e r p i n n e d B y	<ul style="list-style-type: none"> • produce design work, exploring their ideas and recording their experiences • become proficient in drawing, making, craft, and design techniques • evaluate and analyse design works using the language of design. • know about great designers, and understand the historical and cultural development of their design forms. 	<p>that they have been taught to support their learning in other curriculum subjects alongside Art lessons. They have opportunities to design, create and evaluate artwork using the language of art and design. Children are also taught about how art has contributed to the history, culture, and creativity of the nation.</p>	
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I m p l e m e n t a t i o n	<p>Curriculum Approach At Porthleven School we follow the units in 'Chris Quigley's Design Curriculum Companion'. Children develop design skills each year building on their prior knowledge. Children are taught about historical and cultural development, learning about significant designers. Children have opportunities to create products, explore ideas and evaluate projects works using language of design.</p>	<p>We speak with teachers from the local secondary school about skills needed for an effective transition from KS2 to KS3. The children also work with chartwells on food projects. For example, KS 1 made healthy chocolate brownies.</p>	<p>Whole School The children enter local competitions such as the Porthleven Food festival for designing pasties. April 2022</p>
	<p>British Values The fundamental British values taught in Porthleven School are:</p> <ul style="list-style-type: none"> • democracy; • the rule of law; • individual liberty; • mutual respect for and tolerance of those with different faiths and beliefs and for those without faith; 		<p>Books and assessment Children complete basic, advanced or deep learning activities, working individually, in pairs or small groups. Children's learning is recorded in their books or in KS2 on their Google Classroom platform. It may be through note-taking, diagrams, graphs, photographs, literacy or more formal investigations and explanations. Assessment takes place through</p>

	<p>Through the Design curriculum children are taught about how democracy and law is important in influencing our design projects. It is also important that children recognise the importance of free speech and how individuals and organisations have effected change.</p>	<ul style="list-style-type: none"> ✓ informal judgements by staff during lesson in relation to the success criteria ✓ through POP tasks ✓ pupil and peer assessments <p>At the end of a lesson or unit, teachers make a summary judgement about the learning of each pupil in relation to the success criteria outlined at the beginning of the unit, and records these judgements termly.</p>
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I m p a c t	<p>At the end of each year, pupils have developed their questioning and enquiry skills, and have gained a new understanding of the core concepts in geography in their locality and the wider world.</p>			
	<p>PUPIL VOICE Through discussion and feedback, children talk enthusiastically about their DT lessons and show a genuine curiosity and interest in the areas they have explored.</p>	<p>EVIDENCE IN KNOWLEDGE Children are able to talk enthusiastically about their knowledge of Design and Technology. Children across the school articulate well about the different concepts in design, their interconnectivity and the challenges facing design.</p>	<p>EVIDENCE IN SKILLS Pupils use acquired vocabulary to interpret and convey their understanding of design in the world.</p>	<p>BREADTH AND DEPTH Teachers plan opportunities for pupils to study across concepts and deepen their conceptual understanding in aspects of particular design value. Pupils have the confidence and are inspired to further their knowledge.</p>