



## BFHA Subject Leaders: Design and Technology

### Where our curriculum principles fit into my subject.

At Bilthorpe Flying High Academy, our school vision is underpinned by current research, is knowledge rich and ensures key knowledge and vocabulary are reinforced in meaningful contexts. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a legacy on the wider world. Our curriculum ensures we are teaching for long term memory. Our key purpose is to build semantic memory to pass on the knowledge built up over years. At Bilthorpe Flying High Academy, our curriculum vision is to develop our pupils' independence, resilience and aspirations; knowledge and understanding of the wider world and vocabulary through our "WAVE" Curriculum Principles.

<b><u>Principle</u></b>	<b><u>Definition</u></b>	<b><u>What it looks like in my subject</u></b>
<b>Wider World</b>	Because our children need to know there's a world full of difference out there – people, cultures, languages, countries. Through authentic, memorable learning, we want our children to have the confidence to step out into the wider world. We want our children to have an understanding and a tolerance of other cultures, and to be able to have informed opinions about these cultures.	We expose children to why Design and Technology has an important place in our wider world, allowing them to understand how the subject fits in to the world and what it means e.g. architecture, food, product. We have identified key content choices to include a diverse range of significant people.
<b>Aspiration</b>	Because our children need the drive and ambition to reach for the stars, they need to know that they can achieve anything they set their minds to and to be prepared for the next stage on their journeys. Cultural capital is developed through trips and visits: weekly assemblies enhance pupil cultural capital ie: through reading, wider curriculum (history and geography learning displays in the hall) and Picture News assemblies.	We provide opportunities for children to learn about the wide range of careers within STEM to increase their awareness of potential careers for the next stage on their journey. Through our carefully considered content choices, we immerse the children in projects relating to the enquiry driver so they are able to make links e.g. inventors. In the summer term, our whole school enquiry question is 'How can we leave a legacy?', each class centred their learning around a inventor. The children We have included a diverse range of significant people from around the globe.
<b>Vocabulary</b>	Because our children need a rich and varied vocabulary to articulate their thoughts, feelings and dreams. We want them to question, think hard and probe deeply into their learning. Reading and vocabulary are at the heart of the curriculum. The curriculum is planned so that any children that have fallen behind learn to read quickly. It is important for children to be able to access the important knowledge we have planned in the wider curriculum. Reading and vocabulary are taught in all subjects. Staff understand that teaching content in subjects like history and geography is also teaching reading.	Through the delivery of our DT curriculum our children are exposed to a plethora of vocabulary, we ensure that not only do we expose them to this orally, but we also ensure they have the opportunities to read and write their new vocabulary We explicitly teach DT vocabulary so that they can articulate and discuss their DT work.



## Enjoyment

Because our children enjoy their learning and we want to foster this, to create lifelong learners, who see learning and knowledge at the heart of everything they do. We want our children to experience the best we can offer through a wide and varied curriculum. All children, regardless of age, gender, background or need will enjoy their learning through a diverse and culturally rich curriculum.

Design and Technology is used as an enhancer to enquiry drivers throughout the year, allowing the children to implement their knowledge in their learning. This boosts enjoyment for our children and gives them purpose for their learning; creating lifelong learners who are able to make links within their learning. For example, as part of the 'How can we leave a legacy?', the children in F2 learnt about the inventor and chocolatier, Joseph Fry.