

How we teach the wider curriculum

Design Technology

Design Technology is a subject that addresses problem solving. It invites children to consider problems and come up with solutions to fix it, in creative and interesting ways. Every inventor uses this method to develop new products. At St Peters, Cowfold our aim is to involve children in problem solving and make them active participants in their community. Throughout the year children will engage with problems and be given plentiful opportunities to solve them, with their own inventions and creations. Students will interact with a range of materials and tools to help them. Our aim is to create diverse, active citizens that challenge themselves constantly to use their initiative and creativity to improve their own lives and people around them. As part of our Design and Technology curriculum, the children will also apply the principles of nutrition and learn how to cook.

Subject Concepts

The outcomes of the national curriculum are achieved through our concept-based curriculum. Our subject concepts are a helpful way to organise a curriculum as they provide learners with a disciplined way of thinking about curriculum content. Subject concepts come up repeatedly in each subject within our curriculum, supporting learners to assimilate new knowledge into growing schema.

Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs

Our children apply their knowledge and skills that are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

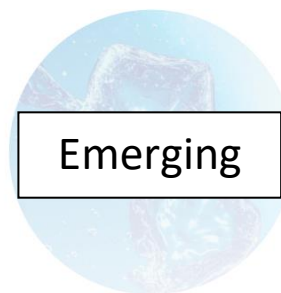
Small Steps Progression

Each subject concept has progression indicators called small-steps. The small-steps outline what intended knowledge pupils should attain during each milestone. We refer to the substantive knowledge as 'I know' knowledge and disciplinary knowledge as 'I can' knowledge. The small step documents, that describe this progression, are organised into 4 milestones. These are:

- ❖ Early Years Foundation Stage
- ❖ Milestone 1 – Year 1 and 2
- ❖ Milestone 2 – Year 3 and 4
- ❖ Milestone 3 – Year 5 and 6

Assessment

We assess the 'I know' knowledge and 'I can' knowledge each term. Within a particular milestone, a teacher assessment is made for each learner's level of knowledge: emerging, advancing and deepening. These levels of knowledge represent 3 cognitive domains.



Low-level cognitive demand. Involves following instructions.



Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.



Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.