



The Costessey Curriculum

Intent

At Costessey Primary School we instil ambition for all through **discovery, exploration** and **creativity**. We seek to build the academic, social, emotional and economic skills to prepare children to take up their full place in our ever-changing world.

We continually strive to bring **real-life experiences** and opportunities into the curriculum and immerse the children within their current theme and make learning relevant. Our aim is that children recognise that the everyday products in use around them have been designed, tested and adapted for the specific function that they serve. Their ability to use their knowledge and practical skills to design, build and refine a prototype or product will grow as they progress through Costessey Primary.

Our Knowledge, Skills and Understanding documents are designed to ensure that the skills required of our pupils build year upon year, allowing our pupils to leave KS2 already familiar with the reach of individual subjects and ready to take on the challenge of a subject-based timetable at secondary level.



Implementation

The academic year is divided into the history-heavy 'Discover' autumn term, the geography driven 'Explore' spring and the arts-based 'Create' terms. Design Technology will be taught throughout the year with at least one project in every term, covering food, textiles and mechanism and structures over the course of a year and where a project sits well alongside another subject, creating a genuine design opportunity. We have implemented elements of Cooking Matters as a comprehensive toolkit and guidance for teaching cooking and nutrition in our school. In most cases, pupils will be given an opportunity to develop cooking and nutrition skills alongside their Curriculum work, for example with Y6 learning about preserving foods alongside their work on WWII.

Medium Term Plans are written by the Subject Leads to ensure the necessary coverage and progression as set out by the Knowledge, Skills and Understanding documents. In Design Technology, children are asked to solve problems and develop their learning independently. Year group teams are therefore freed to invest their time in the creation of quality lesson resources tailored to their cohort and incorporating a level of challenge to stretch the more able.

In Design Technology, we aim to grow ambition by giving children opportunities to practise skills and choose and personalise their own designs. We run a Little Inventors club which challenges our most able inventors. We teach children about careers in Design Technology including interior design, graphic design and engineering to inspire their imaginations. Our Collective Worship programme, which commemorates historical events, includes famous and life changing inventions and also references a diverse range of designers.

The daily visual timetable in all classes from Y1 to Y6 informs pupils of what subjects will be studied when. A matching image plus explanation of the activity context in Curriculum Books allows pupils to see at a glance the development of work in each curriculum area. Design and Technology work will be found in the pupil's curriculum book and follow a process of investigating the purpose and intent of the required product, the design stage, making and then testing and evaluating.

All sessions have a learning challenge question, which children are encouraged to revisit and self-assess against at the conclusion of the session.

Sessions begin with a retrieval task which revisits learning from previous lessons and previous years and is recorded in books. AfL and the regular revision of activities and resources is an integral part of our teaching.

For discussion or practical based sessions, the record in books may be photographic, showing the practical activity in progress or an image of the

class flipchart / screen to which ideas have been contributed. In this way, pupils will be reminded of the work they have undertaken and be able to talk their way through their complete learning journey.

Teachers will alert subject leaders and the senior leadership to any areas of concern as they arise. Subject leaders will conduct regular book looks in order to be able to provide swift support where necessary, assessing the appropriate level of challenge and adjusting as necessary. Teachers and subject leaders will work together to identify those pupils who would benefit from an additional level of challenge – these pupils will be offered the chance to work with the Subject Lead as part of the Little Inventors Club.

Medium Term Plans will be reviewed at the end of each term with a view to making any adjustments as necessary before the next cycle. Even where all sessions have been deemed successful, subject leaders will still review plans in the light of the next cohort, taking into account any specific needs or challenges presented by that particular year group.

Subject evaluation days will take place throughout the year, involving the Subject Leader, member(s) of the Senior Leadership team and including pupil interviews plus visits to lessons where possible.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year.

Teachers will be aware of the learning journeys that their pupils are on and be able to provide examples of where they have adapted or deviated from plans to meet needs, evidencing that adaptation with work in books.

Work in books will show that children take pride in their work and show that they have the opportunity to design, make and test their models. Activities will be able to be tracked through a coherent sequence of lessons and misconceptions will be addressed with further activities. Subject specific vocabulary will be evident in pupil work.

Where children find it difficult to record their thoughts in written format, alternative recording methods (e.g. video / voice recordings on Seesaw; use of an adult as a scribe) will capture their progress in a subject.

Pupil voice interviews will reveal children who are able to talk confidently about what they have learned. They will be able to talk about the specific features of different subjects and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next.

Children will be able to explain how they receive feedback from their teachers and how they know what it is they need to work on next.

Pupil work on display in classrooms and corridors will celebrate pupil success and showcase the range of opportunities that Costessey Primary School provides.