

Craft, Design and Technology (CDT)



Intent

At Le Murier we intend to build a Craft, Design and Technology curriculum which develops learning and results in the acquisition of practical knowledge and skills. Children will know more, remember more and understand more. The intent is that student confidence will rise in measure with growing capabilities.

We intend to design a curriculum with appropriate subject knowledge, skills and understanding as set out in the Guernsey Framework: The Big Picture Curriculum. To fulfil those expectations our school seeks to provide a balanced and broadly-based curriculum which promotes the mental and physical development of pupils and prepares them for the opportunities and responsibilities they face today and in later life.

Implementation

We seek to provide a clear, comprehensive and progressive scheme of work. While the Guernsey Framework forms the foundation of our curriculum, we work to ensure that children's individually targeted skills, knowledge and understanding is purposeful enhanced and adapted within the curriculum as follows:

- Delivery of CDT projects with a clear structure
- Years 7&8 will undertake a topic based project focused on practical skills
- Year 9 projects focus on greater design challenges and the embedding of previous skills whilst enhancing new and more intricate skills
- KS4 students follow certificated qualifications (some access to St Sampsons for GCSE)
- A range of health and safety guidelines will be taught ensuring that children are aware of risk related to the task undertaken: this involves a level of expectation for behaviour that foster safe practise for tools, machinery and others in the working environment
- Craft, Design and Technology focused displays, celebrating the outstanding 3D creations, will be on a rotational display throughout the school
- Independent learning: In CDT children will be increasingly asked to solve problems and develop their learning independently. This allows the

children to have ownership over their curriculum and lead their own learning.

- Collaborative learning: In CDT students are often expected to work as part of a team, learning to support and help one another towards a challenging, yet rewarding goal
- Differentiation in CDT requires a wide range of daily scaffolding to optimise individual support and success

Impact

Children will experience clear enjoyment and ever expanding confidence in CDT that will then apply to other areas of the curriculum as per the following:

- Gross and fine motor skills are practised and expanded
- Spatial awareness within the CDT environment itself and among others becomes more acute
- Children will ultimately know more, remember more and understand more about Craft, Design, and Technology when demonstrating this knowledge whilst using tools or skills in other pursuits in and out of school: as lifelong learners
- A large majority of children will achieve national recognized qualifications in Design Technology
- CDT enables students to focus on practical skills that may empower their future employment, hobbies and through joint projects, relationships