INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

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Subject	Relevant Curriculum Statements		Related Vocabulary
DT-MECHANISMS	EYFS	"To selects tools and techniques needed to shape, assemble and join materials they are using."	Moving (T1) Materials (T1) Model (T1)
	KS1	"To explore and use mechanisms e.g. levers, wheels and axels in their products."	Tools (T2) Structure (T2) Design (T2)
	KS2	"To understand and use mechanical systems e.g. gears, pulleys and linkages in their products."	Evaluate (T2) Axel (T3) Prototype (T3)

SCHOOL AIMS

Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a 'big difference'.

- ✓ **Respect**
- ✓ **Responsibility**
- ✓ **Resilience**

BRITISH VALUES

- ☐ Democracy.
- ☐ The rule of law.
- ✓ Individual liberty.
- ✓ Mutual respect.
- ☐ Tolerance of those of different faiths and beliefs

CULTURAL CAPITAL

Children may demonstrate knowledge of varying design and technology mechanisms, including how they built a model or structure with the mechanism and which tools and products they used to do it.
Children will be looking at mechanisms from the real world and they will show an understanding of how design and technology has helped to shape the world around them.
This includes how moving mechanisms are used to further society and technological advancements.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

Children will produce their own model or structure with a mechanism, where they will have applied and demonstrated their knowledge of techniques and tools learnt. This includes a moving model, featuring different systems suitable to their age.

What sequence of activity and pedagogy will be undertaken?

EYFS: With support begin to incorporate moving parts in to models. For example, use split pins to make body parts move.
Year 1: With some support, begin to explore and use simple mechanisms. For example, use sliders in moving pictures, hinges into models etc.
Year 2: With some independence explore and use winding mechanisms. Begin to incorporate wheels and axles into their products.
Year 3: Begin to develop an understanding that mechanical systems such as levers and linkages or pneumatic systems can create movement. Begin to incorporate levers and linkages into their products.
Year 4: With increasing independence produce models that incorporate mechanical systems such as levers, linkages or pneumatic systems to create movement.
Year 5: Begin to understand how mechanical systems such as cams create movement. Design and make a product that incorporates a cam mechanism.
Year 6: Develop a greater understanding of how cams, pulleys or gears create movement. Create and use prototypes. Design and make products with greater independence.
Mastery: Children are able to make quality products, evidencing a range of designing and making skills of a particularly high standard. They have an excellent understanding of a range of mechanisms.

IMPACT

What knowledge will the children have embedded?

Children will be able to demonstrate design and production skills, particularly within the mechanisms part of design and technology.
They will have a good range of knowledge about different types of mechanisms. They will be able to describe, in detail why certain mechanisms are more suitable for their product than others.

What retention may be demonstrated?

Here are some example questions that may be used to assess children's understanding.
EYFS: How is this moving?
KS1: Can you describe why you chose this certain mechanism for this model?
KS2: Which mechanism did you find the most challenging to build and why?