

St. Peter's CE Primary, Farnworth



Curriculum Policy Design Technology

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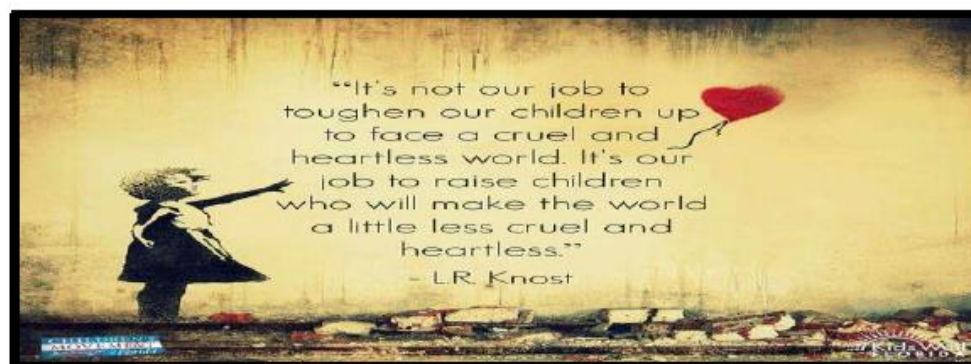


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is **knowing who I am**, **what I love** and **being proud to be me**.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

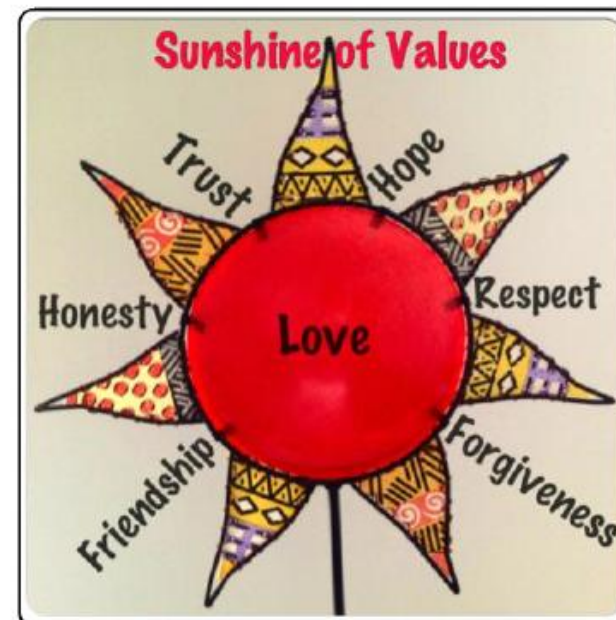
St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons

- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out above.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
• Have high expectations for all groups of children • Have strong subject knowledge • Promote independence • Promote confidence • Offer praise and encouragement • Are enthusiastic and positive about learning • Model good learning • Offer high quality conversation and talk	• Have a distinct knowledge base • Are purposeful • Are memorable • Are active • Are engaging • Are focussed • See children and teachers working as a learning team	• Develop basic skills • Meet children's individual learning needs • Broaden and extend experiences • Offer an opportunity to try new things • Are cross curricular if appropriate • Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.



Subject specific guidance DT

Curriculum design

Our DT curriculum is taken directly from the objectives within the 2014 National Curriculum. Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Planning

The long term plan for Design Technology is the year group objectives in the 2014 National Curriculum which are completed across the year. The sequence for teaching is determined by the overall curriculum map. Individual lessons plans are then produced by the class teachers showing clearly the objectives taught and the structured learning opportunities given to the children to achieve these objectives. Knowledge organisers for each Design Technology unit detail the facts the pupils will learn and the key vocabulary they will develop during the unit. DT units are combined with Art in KS2 where topic themes are used.

The school uses the national curriculum and programmes of study for Design Technology as the basis of its curriculum planning. Alongside this statutory basis for DT the school also incorporates the Learning Challenge Curriculum where appropriate. This encourages lessons to be based around key questions that make children think a little deeper or in a wider context than they would usually do. We also adapt the plans each year to ensure the curriculum meets the needs of each cohort.

We carry out our curriculum planning in DT in two phases (long-term, and short-term). The long-term plan maps the topics studied in each term during the key stage. The DT subject leader works this out in conjunction with teaching colleagues in each year group. Our plans give details of each unit of work for each term in every year group. The teachers write weekly lessons plans for DT that include a Learning Challenge question or a WOW opening to the lesson. Teachers adapt these each year to continue to improve the curriculum and make it relevant to that particular year group.

Curriculum coverage and progression of skills

The National Curriculum separates objectives into year groups. All staff follow this guidance for their teaching and planning. The national curriculum for DT aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasing technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others

- Understand and apply the principles of nutrition and learn how to cook

Rationale behind chosen content and timings

The content of the DT curriculum is set by the 2014 National Curriculum and the objectives contained within the programmes of study. As a school we use these to define our teaching and stay within the objectives for each year group providing depth and breadth of experience before moving forwards. Lesson content and the next steps for learning is determined by the individual class teachers.

Teaching and learning within DT at St Peters

For DT teaching to develop learning successfully, a whole school approach is required. The approach followed is firmly grounded in the National Curriculum 2014.

This is based on the following key principles:

- Weekly DT or Art lessons
- Direct teaching following Barak Rosenshine's principles as explained in the teaching and learning model above
- Use of I do, we do, you do as a teaching and learning model
- Opportunities to 'talk' through paired and group activities
- Learning through 'doing' using practical activities.
- Through direct teaching lessons, DT challenges and continuous provision in our EYFS

Teachers are aware of the importance of having good subject knowledge. They are encouraged to seek support from their colleagues if they are unsure about the teaching strategies for particular skills or concepts.

DT in EYFS

DT in EYFS is planned and taught through the Expressive Arts and Design area of learning. There are also key links to Physical Development and Maths areas of the EYFS curriculum.

The aim is to develop the artistic and cultural awareness to support their imagination and creativity. We provide regular opportunities for the children to engage in the Arts, to enable them to play and explore with a wide range of media and materials, as recommended in the Development Matters 2021 Non-statutory guidance for the EYFS.

We encourage creativity in reception class as part of the EYFS Curriculum. Pupils' creative development is linked to the objectives set out in the Early Years age bands and the Early Learning Goals. There are 2 areas of learning within Expressive Arts in the Early Learning Goals: Creating with materials & Being expressive and imaginative.

Pupils engage in a wide range of activities and have the opportunity to develop their creativity through our large art area, music area and stage, dance, role play and imaginative play which are available through indoor and outdoor provision.

We provide a rich environment in which we encourage and value creativity. Pupils' DT skills are developed through 3D modelling, adapting and improving models, painting skills, and observational drawing with a range of media and materials.

Use of knowledge organisers

Each DT unit of work has a knowledge organiser that details the key vocabulary and factual information that is to be learnt by children by the end of each unit of work. These also allow the children to reflect back upon previous learning linked to the topic. Knowledge organisers are used to share the expectations and key skills of each topic with the children.

Assessment, recording and reporting

Assessment should mainly take place as an integral part of normal classroom work and will be carried out by the class teacher. Assessment of attainment should in the main take the form of practical and oral sessions.

At the end of each topic, the teacher makes a judgement about the pupil's work linked to the 'progression of key skills' and outcome expectations. The 'progression of key skills' from each topic are copied to the teacher assessment proforma. DT assessments are also linked to the learning challenges Levelling descriptors.

Teacher's judge if the pupil is:

Working securely within their age related expectations – Expected

Working below their age related expectations – Emerging

Working beyond with their age related expectations – Higher attaining or exceeding pupils.

Assessments are saved on the mainframe computer.

Parents are kept informed of their pupil's progress through annual school reports.

At the end of end topic, pupils are encouraged to evaluate their own work with the teacher and others. They consider how they could improve or adapt their outcomes/ideas.

In KS1 children complete a smiley face evaluation sheet with simple comments.

In KS2 children have the opportunity to complete an evaluation sheet/booklet at the end of each topic.

Organisation of resources

DT resources are stored by class teachers in KS1 and in a central resource area for KS2. These resources are audited by the subject leader and new purchases made when necessary and requested by the class teachers. As children mature and gain in confidence they are given the opportunity to select the resources appropriate to the tasks that are set.

In Design and Technology pupils in Key stage 1:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

In Design and Technology pupils in Key stage 2:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Vocabulary development

As with any curriculum subject, using and understanding technical vocabulary is important. Children's interest in vocabulary should be developed by making them aware that some words have several possible pronunciations and spellings. They should be encouraged to identify these in the resources they use. It is expected that correct terms and words will always be used and that as the children's level of understanding grows the teacher will introduce increasingly complex and technical vocabulary. It is important that the children are expected to extend their vocabulary. Each DT unit of work has a knowledge organiser that details the key vocabulary and factual information that is to be learnt by children by the end of each unit of work.

Inclusion

Equality is an essential and central part of 'quality' and by definition contains within it an entitlement for every child at St. Peter's to be equipped with the attributes, values, skills and knowledge required by the National Curriculum.

Our teaching and learning promotes equality because we:

- use a variety of teaching strategies
- build on and value children's own experiences
- we enable children to develop autonomy and responsibility for their own learning.
- We challenge ideas and assumptions and strategies are collaborative not competitive.

School Partnerships

Pupils are given the opportunity to work alongside artists and other adults.

The co-ordinator works closely with the local designers and schools to enhance and develop our DT curriculum. This is also a great opportunity for staff to develop new skills.

At St. Peter's there are several members of staff with a DT background and have worked in the textile industry. Our DT specialists work along the children and plan to enhance the topic planning and art opportunities.

Community CPD:

St. Peters' offer 'school to school' support. This allows classes/class teachers/co-ordinators to visit to develop DT skills or professional development. This is delivered by Miss Langley our HLTA and DT specialist.

Use of ICT

We recognise that the use of IT can vastly enhance the teaching of DT and there are many worthwhile apps and programs that staff use with the children. Children use the iPad to research designers and artists to support learning.

Role of the subject leader [\(link to subject leadership policy\)](#)

- Work with the class teachers to offer support on the planning of the curriculum ensuring that staff provide opportunities for pupils to gain the required knowledge and skills in DT.
- Organise resources and make them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.
- Liaise with other subject leaders in the school to develop links between and across subjects.
- Liaise with DT leaders from other schools to develop communication about the latest developments in the subject.
- To monitor standards in DT across the school by evaluating evidence of the teaching and learning that takes place in the subject.
- Produce an assessment system for DT that records the attainment of pupils against the statutory objectives for Design Technology.
- To monitor the attainment of pupils across the school in DT.
- To attend courses/conferences to learn about new innovations in DT across KS1 and KS2.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECT's will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.

Cross curricular links

We do, wherever feasible, make clear links to other subject areas. We do this is because we know that making clear and explicit links helps children to learn. You will see through our planning where links are made.

V Brown – November 2025