

The Design Technology Curriculum at Tickhill Estfeld Primary School

Intent

Design and Technology is an inspiring and practical subject. It encourages children to learn to think and work creatively to solve problems both as individuals or collaboratively as members of a team. At Tickhill Estfeld Primary School, we aim to encourage children to reflect upon and evaluate past and present technology, its uses and its effectiveness and to use their creativity and imagination, to design and make products within a variety of contexts, considering their own and others' needs, wants and values. We aim, wherever possible, to link work to other subjects such as Mathematics, Science, Computing and Art to give the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.

Implementation

Technology lessons are generally taught as a block so that children's learning is focused throughout each unit of work. Clearly structured Design and Technology projects teach children the skills, knowledge and vocabulary as set out in the National Curriculum Design Technology Programmes of Study, and EYFS curriculum. Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Our Design and Technology curriculum provides children with opportunities to explore a range of existing products and formulate opinions on these, in order to make design decisions for their own products. Children research, explore and investigate, develop & represent their ideas, make quality functional products and evaluate their work. They work in a range of relevant contexts and are exposed to a range of media. Key skills and knowledge for Technology have been mapped across the school to ensure progression.

Impact

The children will have clear enjoyment and confidence in Design and Technology and an understanding of its impact on the world. They understand more about the Design Technology process and become resourceful and creative problem solvers, ultimately applying knowledge and skills they have learned to design and make quality products. They also demonstrate this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school. As

designers, children will develop skills and attributes, such as resilience they can use beyond school and into adulthood.

Teaching and learning

Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication, speaking, designing, drawing, assembling, making, writing, taking photographs and computer technology. Projects are taught in half termly units which allows for more effective learning in which teachers can focus on teaching and developing DT skills, allowing children to develop their ideas and techniques. Units of work have been selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage.

Our curriculum overview shows which of our units cover each of the NC attainment targets as well as each of the five strands. Through our DT scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in 6 key areas:

- Structures
- Mechanisms
- Textiles
- Cooking and Nutrition
- Electrical Systems (KS2)
- Use computers to programme, monitor, and control products (KS2)

Organisation

Design and Technology planning is mapped in half termly blocks on the Whole School Curriculum Overview. Links with other subject areas may be made where appropriate.

EYFS

The team will plan for children to experience creative opportunities and develop key skills and techniques within the EYFS curriculum. There will be a focus on developing fine motor skills and learning how to plan, design and produce the finished project. The EYFS class will be, where appropriate, included in whole school projects.

KS1 and KS2

Teachers will plan lessons so that children will learn to design purposeful, functional, appealing products for themselves and others based on design criteria and to communicate their ideas through talking and drawing. They will learn to select from and use a range of tools and equipment to perform practical tasks and to choose from a wide range of equipment and components. They will also learn to explore and evaluate their design and product.

Progression

A D&T progression map is used from Year 1 to Year 6. Teachers use this map to ensure activities build on pupils' prior learning, ensuring that pupils' skills are constantly challenged as they move up through school.

Equal Opportunities

Whole school policy on equal opportunities will be adhered to in Design and Technology activities. Children with special needs or physical disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the Design and Technology curriculum.

Assessment

At Estfeld, assessment is an integral part of the teaching process. Formative assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. From Year 1, each child will have a portfolio of DT work which will then follow them through school to show the development of their skills and abilities. This will consist of plans / designs, photographs of finished products and self-evaluations.

Role of the Subject Leader

The subject leader is responsible for:

- Raising the profile of the subject.
- Ensuring that resources are sufficient and appropriate.
- Replacing and acquiring new resources.
- Modelling teaching.
- Monitoring teaching.

- Ensuring that the progression of key skills throughout the school are planned for.
- Assisting colleagues to analyse assessment information and from this the planning and delivery of future lessons to meet needs/address gaps.
- Improving the subject through analysing the strengths and weaknesses and writing an improvement plan each year.

This policy will be renewed annually by the DT Coordinator.

Policy Agreed: September 2021

Policy Review Date: September 2022