



Design and Technology Policy

Person responsible: Head teacher

Ratified by the governing body: Autumn 2020

Date for review: Autumn 2023

A handwritten signature in black ink, appearing to read 'Anne Marie Renshaw', is positioned below the text.

Reverend Anne Marie –Renshaw

Chair of Governors



Every Child Every Chance Every Day

Design Technology curriculum

Intent

Messing Technology Designers will develop an interest and understanding of the designs and technologies in the world around them, encouraging them to become more creative in their thinking and develop life skills of risk taking, resourcefulness, enterprise and innovation.

Our curriculum will help them to:

- Develop creative, technical and practical expertise
- Participate in an increasingly technological world
- Develop and apply knowledge, understanding and skills in a range of design and make activities
- Develop questioning, thoughtful minds as they test and evaluate products
- Learn about nutrition and develop their cookery skills

Implementation

In Early Years, the children develop essential basic skills in design and technology which prepares them for their transition into Year 1. The children are given many opportunities to: Construct with a purpose in mind; Use simple tools and techniques competently and appropriately; Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary; Select the tools and techniques they need to shape, assemble and join materials they are using.

In KS1 & KS2 D&T is taught through discrete lessons in which, the three phases of designing, making and evaluating their own products is undertaken. As children progress through the school, they are presented with opportunities to develop these skills progressively. During D&T lessons, many cross-curricular links are observed. For example, Maths links are present in many lessons. Children are continuously measuring during the 'design' and 'make' phases of lessons. During cooking topics, children are measuring out ingredients, as well as calculating the quantities of different recipes. Instructions are often created as part of the 'design' phase, which has a direct link to English. Through the children presenting their products confidently oracy skills are practiced. Science knowledge is practiced when children are creating products that contain electrical components, for example Year 3/4 children use their knowledge of the transference of forces to choose appropriate mechanisms for a product. Teachers also encourage children to consider the impact their product can have on the wider world, to ensure they realise the difference they may make in the future.

Impact

The impact of the pupils' Design Technology learning will be:

Children will build and apply knowledge, understanding and skills needed to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others

(Respect)

Children will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world **(Resilience)**

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 **(Reasoning)**

This will be assessed through formative a summative assessment of specific milestones including quizzes and discussions.

Each topic ends with all children creating a final product; these products are a fantastic way for children to demonstrate the skills they have learnt. Subject and school leaders monitor the impact of our curriculum provision through completing regular monitoring, that includes listening to the voice of our children.

