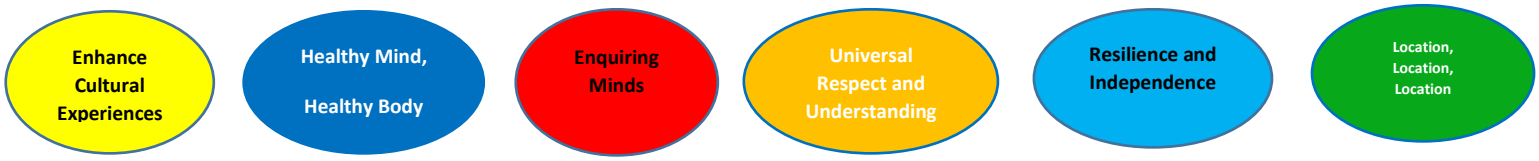
Design and Technology Policy



Curriculum Statement

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, our 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 maths, science, computing and art.

Intent

- To learn how to take risks
- To become 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.
- To be able to make high-quality design and technology products.
- To use equipment safely
- To develop a range of key design and technology skills
- To learn key vocabulary
- To be confident with the associated vocabulary for all taught areas of DT
- To understand why a healthy lifestyle is important and how they can practise this.

Implementation

- Lessons can be taught either discretely or as part of the history/geography topic.
- Lessons are taught either weekly or in a block
- Lessons follow the Kapow DT scheme of work
- All planning must follow this structure:
  research the product first, focused practical task, design, make, evaluate
- To understand and use a wide range of technical vocabulary so that it is embedded in the children's long-term memory. The children complete their Knowledge Journals to support the development of a rich vocabulary and knowledge in DT.

- Repeat fundamental skills to ensure that they are embedded within long term memory.
- Be taught how to cook and apply the principles of nutrition and healthy eating.
- To discuss, display and use relevant vocabulary DT vocabulary is displayed in the classrooms

Impact

Our Design and Technology curriculum is high quality, well thought out and is planned to demonstrate progression. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work
- Summative assessment is completed at the end of each Kapow unit to inform leaders of the progress or skills that need to be developed.
- Focussed assessment lessons. Teachers moderate termly on standards achieved against the planned outcomes;
- DT is monitored throughout all year groups using a variety of strategies such as work scrutiny, lesson observations and pupil/staff voice.
- Children are prepared with skills that are transferable into future work life

Additional Information

Health and Safety

Pupils are taught to use all tools and equipment in accordance with health and safety requirements. All staff are expected to follow agreed Risk Assessments which outline procedures to keep children safe. A teacher is always present when tools and equipment are used to ensure their safe use. Some tools and equipment are only to be used by the teacher (eg, glue gun).

Content

In DT children acquire and apply knowledge and understanding of

- materials and components;
- mechanisms and control systems;
- structures;
- existing products
- quality;

- health and safety;
- food (healthy eating);
- textiles

Resources

All DT resources are located in the cellar.

Equality

All children have a right to access the curriculum. Teachers modify their plans and lessons appropriately for each child's individual needs.

EYFS

DT is taught as part of the EYFS curriculum under Expressive Arts and Design. It is a balance between teacher planned activities and child initiated activities.