



St Mary's C of E Primary School DT (Design & Technology) – Autumn 2018

Introduction

This policy sets out clear guidance on DT (Design & Technology)

Design Technology inspires children to use their imagination and creativity to solve real and relevant problems in a variety of contexts. They apply their skills from other disciplines such as mathematics, computing, science and art. Design and technology involves the pupils in developing skills of analysis, planning, designing, making and doing, and evaluation what they have produced. We aim for pupils to learn to take risks, become resourceful, innovative and enterprising. Children will be taught skills systematically and made aware of how to use resources safely. Children will evaluate their own work and that of others including major designers.

The process should assist children in developing a greater awareness and understanding of how everyday products are designed and made. Children should also become increasingly aware of the technological contribution made to both our culture and quality of life. D & T will be accessible to all children irrespective of race, culture, gender or disability.

Aims and Objectives

- To create an interest and enthusiasm for D&T.
- To develop design and technology capability through combining their designing and making skills with knowledge and understanding in order to design and make quality products.
- To encourage the children to evaluate their own and others' work constructively using peer and self-assessment.
- To develop their technological vocabulary.
- To develop their ability to create a design taking into account the user, purpose for which they are designing and the materials available.
- To develop a child's understanding of the ways other people have designed products and to consider this when creating their own designs.
- To develop children's care, patience and determination when making and a growing will to produce artefacts of high quality.
- To ensure the children carry out work safely and recognise any potential dangers and how to respond appropriately.
- To encourage the children to recognise and use skills gained in other subject areas such as art, information technology, maths and science.
- To share their ideas, discuss their designs and products through the use of partner talk.

Content and Planning

Content will be in line with the National Curriculum. Planning will be in PowerPoint or SMART board format and will contain the relevant information for the lesson. This includes the lesson objectives, the whole class teaching input, the differentiated success criteria and challenge and the children's next steps. The planning is shared with the children during the lesson and shown on the interactive whiteboard. Within the year curriculum and medium term plans it should be stated what will be covered and when.

Pupils' experience of DT

Pupils will have had the opportunity to develop their D & T capabilities through:

- design and making projects
- focussed practical tasks in which they develop and practice particular skills and knowledge



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- activities in which they investigate, disassemble and evaluate products
- food technology

Pupils may experience their Design and Technology lessons in the form of a creative DT day which may link to other subjects.

Role of the co-ordinator

- Act as a role model for others.
- Give guidance and advice to colleagues. To keep them up to date with new resources and developments.
- Work alongside colleagues to implement and monitor schemes of work and curriculum plans.
- Order, organise and audit resources.

Role of the class teacher

- To ensure that the work given to children is at the appropriate level.
- To follow the school guidelines – to give progression and continuity throughout the Key Stages.
- To ensure that there are sufficient resources and equipment within the classroom during DT lessons, and that resources are arranged in such a way that allows pupils to be independent.
- To offer support to children in design and make assignments by asking appropriate questions, and prompting thought and clear explanation.
- To organise assignments bearing in mind health and safety requirements.
- To foster an environment which allows children to use their creativity and imagination to explore design ideas.

Role of Headteacher and Governors

Provide funds to support the implementation of the D&T curriculum and monitor its implementation. Provide access to courses and training in light of the new curriculum for co-ordinator and teaching staff.

Health and Safety

During the planning of activities, the class teacher is responsible for ensuring that they and any assisting adults are fully aware of the aspects of the activity and of any risks involved. To help with this, teachers may consult the booklet 'Be Safe' which can be found online.

Monitoring and Evaluation

This policy will be monitored by the D&T co-ordinator with a view to ensuring that:

- D&T projects cover the skills required by the new National Curriculum 2014 and that progression is made across the year groups. See Appendix 1 – Curriculum coverage and Progression in skills.
- The process of investigation, planning, design, making and evaluation is followed.



Appendix 1 D&T Policy 2018 Coverage and Progression – New Curriculum 2014

<p>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].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> 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. <p>Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <p>Key stage 1</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<p>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:</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> 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. <p>Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <p>Key stage 2</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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 Next review due: Autumn 2019