

## DT ON A PAGE

“Creativity is nothing but a mind set free.” – Torrie T. Asai.

“People value design that values people.” Mark Jenkins



### Intent - We aim to...

Deliver an engaging and exciting curriculum that enables pupils to design, make, evaluate and improve whilst fostering a love of learning and independent working.

Encourage children to have original ideas and take risks to produce innovative ideas and prototypes whilst demonstrating the ability to use time efficiently and work constructively and productively with others.

Ensure children develop the ability to carry out thorough research, show initiative and ask questions to develop a detailed knowledge of users needs.

Provide the children with the ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.

Ensure children develop a thorough knowledge of which tools, equipment and materials to use to make their products and the ability to manage risks to design and make products safely and hygienically.

Develop a passion for design and technology and knowledge of up to date technological innovations in materials, products and systems.

### Implementation - How do we achieve this?

#### Planning and Knowledge Organiser (KO)

The teachers have access to the school's DT KO and use that as their basis for planning. This document outlines what knowledge, skills and vocabulary should be used when covering a specific unit of work. Teachers are able to see what skills and knowledge have been taught previously and therefore ensure a clear progression. Teachers have access to the Design and Technology website for further guidance in planning.

#### Curriculum Threads — Sense of Community; Appreciating Difference; Environmental Activism; Creativity and Appreciation of Beauty

The curriculum threads support, influence and enrich the DT curriculum. The children consider food sources and seasonal availability, they source recycled materials and have opportunities to involve their local community. At the forefront of all their projects is creativity and appreciating difference and the beauty around them.

#### The DT Process

Through the evaluation of past and present design and technology, we enable children to develop a critical understanding of its impact on the daily life and the wider world. Through DT lessons, children learn to take inspiration from design throughout history, master practical skills, design, make, evaluate and improve the products they make.

Pupils will have opportunities to design purposeful, functional and appealing products for themselves and others. Our curriculum threads will be at the forefront of our thinking and planning. Pupils will work within a range of contexts—imaginary, story based, home, school, gardens and the local community. Pupils will develop their own ideas through discussion, observation, drawing and modelling and will have opportunities to suggest ideas and plan products clearly. They will ask questions to ensure they consider the target group for their product and learn to review and evaluate their work.

## Implementation - continued...

### Skills and Progression

From Reception to Year 6 the children will learn a progression knowledge, skills and vocabulary. They will revisit, improve and learn new skills as they progress. Each topic will offer the children an opportunity to practise skills to ensure they have the skills they need to succeed when making the products they have designed. All children will receive the support they need to ensure they are able to access the DT curriculum. The children will further develop skills to support other areas of the curriculum for example measuring, drawing, reading and writing and communication skills.

### Food and Nutrition

As part of their work with food, pupils will 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.

### Assessment

Lessons are adjusted based on formative assessments made by the teacher. Pupils are assessed against statements linked to NC) on TT at the end of each unit taught. A final summative assessment is completed in July. The Art lead completes a data report based on these results which then inform the next year's action plan.

### Trips/Extra-Curricular...

We look to plan in trips which we feel will have a positive impact on the learning of the pupils.

Exhibitions in school to share products.

DT events for parents—Fashion Show / Recycling Event

Parents have been invited to work with pupils in lessons.

## Impact - How do we know we've achieved our aims?

Pupils demonstrate an excellent attitude to learning and independent working.

Clear development of skills from Reception to Year 6.

Pupils have strong skills which equip them to progress from their starting points.

Pupils use their time efficiently and work constructively and productively with others.

DT outcomes are of a high quality. Moderation and assessment of skills show this.

Children see themselves as designers and makers. They work responsibly and safely with materials