



Design Technology at Littledean C of E Primary School

INTENT	<p>At Littledean C of E Primary School children are encouraged to develop a love of Design Technology. It is a subject that revolves around many of the objects children use each day and is part of children’s immediate experience.</p> <p>In Design Technology, we aim to encourage children to use their creativity and imagination to design and make products that solve real-life and relevant problems within a variety of contexts, and to develop confidence to participate in an increasingly technological world. Children combine skills, knowledge and understanding to tackle these problems in order to design and make high quality products. They will test out their own ideas and products and evaluate honestly and technologically. The children are constantly encouraged to take risks and become innovators.</p> <p>We aim, wherever possible to link Design Technology with other curriculum areas such as English, Maths, Science, Computing and Art.</p>
IMPLEMENTATION	<p>Planning</p> <ul style="list-style-type: none"> • Long Term: National Curriculum and Development Matters (EYFS). We have a 2 year rolling programme of topics, with links made between other subject areas where appropriate and meaningful. • The National Curriculum organises Design and Technology attainment targets under four subheadings: design, make, evaluate, technical knowledge. These are the four strands which weave through our Design Technology curriculum. • Throughout their time at the school, the children will revisit the following key areas: cooking and nutrition, textiles, mechanisms/mechanical systems, electrical systems (KS2 only), structures and digital world (KS2 only). <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Design technology lessons follow a clear and consistent teaching sequence which builds children’s knowledge and skills • Where appropriate we use everyday objects or resources, visitors, workshops and visits to excite and intrigue our children. • Children are introduced to key vocabulary and its meaning and given opportunities to use this within the correct context. • Children have opportunities to research and evaluate other products, as well as plan, design, make and evaluate their own product and then communicate their findings, knowledge and understanding clearly and confidently. • Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical, hands-on computer based and inventive tasks. Children may well be asked to work as part of a team learning to support one another towards a challenging, yet rewarding goal.

	<p>Assessment</p> <ul style="list-style-type: none"> • Ongoing assessment during lessons (based on discussions and engagement), along with assessment of tasks completed in class. • End of unit assessment where children will be assessed as either developing, expected or exceeding in relation to the learning objectives covered within the unit of work. • Monitoring of Subject Leader will include planning scrutinies, book looks, lesson observations and pupil conferencing to ensure appropriate coverage of the curriculum.
<p>IMPACT</p>	<p>Through the high quality teaching of Design Technology taking place we will see the impact of the subject in different ways. Children will:</p> <ul style="list-style-type: none"> • Understand the functional and aesthetic properties of a range of materials and resources. • Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products. • Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios. • Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment. • Have an appreciation for key individuals, inventions, and events in history and of today that impact our world. • Recognise where our decisions can impact the wider world in terms of community, social and environmental issues. • Self-evaluate and reflect on learning at different stages and identify areas to improve. • Meet the end of key stage expectations outlined in the National curriculum for Design and technology. • Meet the end of key stage expectations outlined in the National curriculum for Computing <p>This will be monitored in the following ways:</p> <ul style="list-style-type: none"> • Through pupil voice children will be able to talk about the skills and knowledge they have acquired, and be able to apply this when using tools or skills to other areas of the curriculum and in opportunities out of school and into adulthood. • Children will have clear enjoyment and confidence in Design Technology and will be observed to be engaged throughout DT lessons. • Children will complete research independently through projects and homework to further their own enjoyment about the subject or topic. • Work will show that a range of topics are being covered, cross-curricular links are made (where appropriate) and differentiated work is set as needed. • The school environment will have Design Technology displays, resources and display appropriate vocabulary. • Assessments and monitoring will show that standards in Design technology are high and match the standards in other subject areas.

Aspiration - Resilience - Community