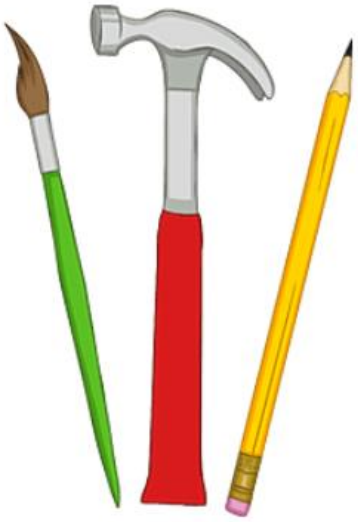
Sacred Heart Primary CVA

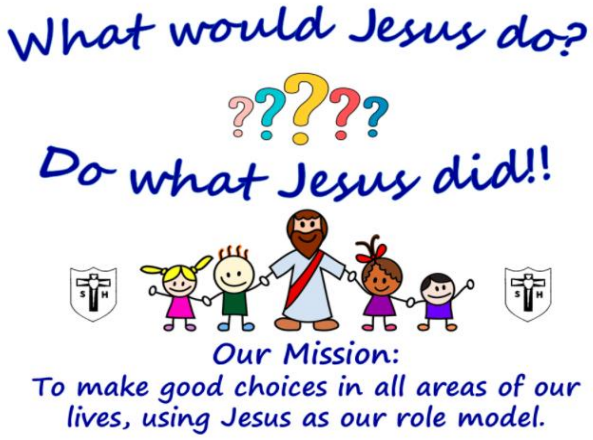
Our Design and Technology Policy



D&T gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.

The Patron Saint of DT is:

Saint Blaise



Intent

Our intent for Design and Technology (DT) at Sacred Heart is:

- ✓ To ensure pupils are aware of the real-world purposes and application for their DT knowledge to solve problems in response to a person's needs.
- ✓ To use carefully, and expertly planned units of learning that work through a variety of stages to meet a specific design need.
- ✓ To give pupils the knowledge of the 'design' stage aiming to embed understanding of product research (at an age appropriate level), the importance of the users opinions and requirements and exploring movements and mechanisms in order to help generate informed ideas.
- ✓ To give pupils the knowledge and experience of the 'make' stage; giving pupils opportunities to explore tools and materials and progress to making informed design choices for their intended products and to create a physical product.
- ✓ To develop pupils' critical thinking through the 'evaluate'. Our pupils are encouraged to become reflective thinkers judging their work against design criteria and consumer needs.
- ✓ To develop the pupils' technical knowledge to enable the pupils to develop the subject-specific skills and knowledge needed not only to fulfil the requirements of the design need but to ensure that these skills progress and are built on throughout the school and used throughout their lives.
- ✓ We intend our children to see themselves as having an important role in society, know how they can contribute to it and be encouraged to have curiosity about DT.
- ✓ We intend for them to be prepared for the next stage of learning and have a desire for lifelong learning that may develop into future occupations or hobbies within this area.

Implementation

Link to the 2014 National Curriculum

During the academic year 22-23 we have implemented the Kapow Scheme of work. We deliver DT termly, alternating the subject with Art. Teachers endeavour to create cross curricular links with other subjects for the DT units of learning however we ensure that this is not in detriment to the delivery and pupils progress in DT.

To ensure increasing standards of teaching and learning in Design and Technology, we implement a curriculum that is progressive throughout the whole school. Teachers use the progression document to ensure the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. Units of work are carefully organised on the school's DT long term plan so that over the course of each key stage children will experience projects on food technology, structures, textiles (linked to art) mechanisms and electrical systems. The skills and knowledge have been allocated to year groups and revisited to ensure progression and coverage. Each year group should carry out Design, Make, Evaluate projects over the course of the school year.

DT is presented within the Art and Design book, which travels with the pupil in each key stage.

Within early years Early Years Foundation Stage – In EYFS, learning in the specific area 'Expressive Arts & Design' and 'Physical development' takes place across every day indoors and outdoors. Exploring and using media and materials: children sing song, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Physical development: children handle equipment and tools effectively for a purpose.

Term	F1	F2	1	2	3	4	5	6
Advent	Seasonal – Sliding Santa	Junk Modelling	Food – Fruit and Veg from (Advent 24)	Fairgrounds (History) from Advent 24)	**Electrical Systems** Design an information board to show what you have learned about cities, counties and the countries of the UK using and electrical system.	**Electrical Systems: Torches** (Science- Electricity) **(Advent 24) Food: adapting a recipe** (Geog- European the countries of Europe)		**Structures: Bridge Across the River** (Geog-Amazon Rainforest)
Lent	Seasonal Easter hanging Decoration	Bookmarks	Mechanisms Wheels History of transport and take off wheels)	**Structures:** (History-Constructing a 1660s Stuart house)	**Craft & Design:** Roman Jewellery (History- Romans) **Mechanical Systems:** Pneumatic Toys (Geog-volcanoes)	**Mechanical Systems:** making a sling shot car (History Roman Invasion)	**Textiles: Waistcoats** (patterns-HG/F5) (History Tudor Waistcoats) **Mechanical Systems** Geography-Pop Up Book to explain what they have learned about Rivers or Mountains	**Food: Come Dine with me Produce from African Countries to make an around the continent meal** (Geog- Developing Countries Africa)
Pentecost	Seasonal Rainbow Salad	Boats	**Textiles: Punch & Judy Puppets** (Geography Coastlines-The Seaside)	**Food Design a Balanced Diet Wrap** (Geog- Sail the Seven Seas)	**Textiles:** Fastenings (History- Ancient Greeks		**Structures:** History-Building a Castle	**Electrical Systems: Escape Route Game-Prison Alarm System** *See kapow unit 'steady hand game'* (History- Crime and Punishment)

Health and Safety

Before teaching any practical session teachers evaluate the risk within the classroom and ensure that staffing levels are appropriate for an activity.

Pupils are always asked to clean their hands to ensure good food hygiene.

Monitoring

The DT and senior management areresponsible for observing practice and monitoring the quality and impact of geography teaching and learning.

Monitoring throughout the school takes place whereby the subject leader:

- ✓ Updates the staff expectations document for art ensuring it is clear and concise.
- ✓ Planning – checking for coverage of knowledge, supports teachers via discussion of our whole- school progression map to adapt and make changes, if necessary.
- ✓ Book audits and pupil voice.
- ✓ Reviews resource provision.
- ✓ Discusses regularly with the Headteacher, the progress implementing this policy within school.
- ✓ Curriculum link governor will also visit to see 'Our Curriculum' in action.

Ideas to encourage DT at home:

- ✓ Cook with your child at home, measuring ingredients speaking about nutrients.
- ✓ Use boxes to junk model
- ✓ Encourage your child to use scissors and other tools under supervision in the home.
- ✓ Evaluate the use of things in the home.

Assessment and Feedback

Teacher's record the progress made by children against the learning objectives for their lesson by assessing if they have achieved the learning intention by highlighting this green or orange.

Feedback is given to pupils in line with our feedback policy. This is often verbal and, in the moment, to enhance pupils' progression.

Written reports to parents and governors will occur annually

Action Points for this academic year

Rewrite of the Curriculum ensuring that threads are created building knowledge throughout.

Implementation and assessment of the new curriculum for Design and Technology

Ensure staff confidence in delivering DT is improved.