

### The importance of Design and Technology

*'Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, 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 mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming 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. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.'*

The 2014 Primary National Curriculum in England, Design and technology, page 180

### Aims and Purposes

The national curriculum for design and technology (DT) aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### Expectations

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

(The 2014 Primary National Curriculum in England, Design and technology, page 180)

<b>Delivery: scheme of work</b>	DT curriculum can be found in the vertical and horizontal mapping and embedded within theme planning. Children build upon prior learning to give a progression through groups. They are given the opportunity to work as a class, as part of a group or as an individual. The choice of class organisation will be determined by; the learning task or activity, the nature of the theme and the resources being used. Children in the Early Years Foundation Stage are given the opportunity to explore and use media and materials and to be imaginative through basic and enhanced provision.
<b>Time allocation</b>	KS1& KS2 – 6- 7 hours per term
<b>Subject evidence</b>	Records of planning, work and evaluations.

<b>Assessment</b>	Each child's performance in Design Technology will be assessed on Arbor using statements from the skills progression map. Self-assessment: Pupils self-reflection at DILS is very powerful in them achieving further success. We promote resilient, problem solving learners who are very articulate and can think through problems. These skills are at the heart of our design curriculum and children use them to really explore and become passionate, curious and experimental in design.
<b>Reporting</b>	Teacher reports progress face to face during parent teacher meetings and in a written report
<b>Tracking and monitoring</b>	Subject leader completes book scrutiny, planning checks and collects pupil voice termly to ensure high quality progressive teaching and learning is consistent across the school
<b>Vocabulary</b>	Key vocabulary is identified in our DT vocab spine and explicitly taught within lessons. Pupils revisit vocab throughout the topic to support retrieval.

### Resources

The art room can be booked to deliver lessons. The location and storage of many consumable items can be found in the Key Stage areas and Key Stage leaders/class teachers replace their stock/order new requirements as needed.

Some tools (e.g. hammers, clamps, junior hack saws) and non-consumable items can be found in the DT cupboard located in the resource cupboard. Food preparation and cooking equipment is to be found in the staffroom.

### Health and safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use the information to assess the immediate and cumulative risks
- To manage the environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks.

Teachers will include in their weekly overview, a risk assessment outlining tools and materials which could pose a possible risk to pupils/staff using them.