

What Design and Technology looks like at Sandiway Primary School

In DT, we take our children on a journey that is **engaging, exciting**and **empowering**for all

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| **Curriculum Intent** | **By the time our pupils leave Sandiway they are skilful designers. They develop a secure knowledge and the skills to design, investigate and evaluate their own products and that of others. Our progressive, enquiry-based curriculum engages, excites and empowers our pupils as innovators.****Our Philosophy for the teaching of Design and Technology enables children to:*** 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
* develop the creative, technical and practical expertise needed to confidently perform everyday tasks and to participate successfully in an increasingly technological world
* Pupils are taught to understand and use accurate, technically appropriate vocabulary
* understand and apply the principles of nutrition and learn how to cook a variety of dishes
* A range of starting points are used, and significant architects/engineers/craftspeople are researched, including those with a British Heritage.

**The basis of the knowledge and understanding at each stage, as set out in the National Curriculum:** **By the end of EYFS, pupils will have learnt:**To explore and use a variety of media and materials through a combination of child initiated and adult directed activities. **Opportunities to learn to:*** Make plans and construct with a purpose in mind using a variety of resources
* Develop skills to use simple tools and techniques appropriately, effectively and safely
* Select appropriate resources for a product and adapt their work where necessary
* Cook and prepare food adhering to good health and hygiene routines

**By the end of key stage 1, pupils will have learnt:*** design purposeful, functional, appealing products
* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
* select from and use a range of tools and equipment to perform practical tasks
* select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
* evaluate their ideas and products against design criteria

**By the end of key stage 2, pupils will have learnt:*** investigate and analyse a range of existing products
* To 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
* 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
* evaluate their ideas and products against their own design criteria and consider then views of others to improve their work
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| **Curriculum Implementation** | **This is how it works:*** We follow a bespoke Curriculum using Design and Technology Association and the National Curriculum.
* Extra-curricular clubs to further prompt a passion and curiosity for DT.

**This is what adults do:*** Positive modelling, encouraging an environment where everyone is a designer.
* Model and scaffold evaluation and analysis of creative work by sharing own thoughts.
* Create a learning environment rich in resources that support learning.
* Monitoring of class DT books.
* Model appropriate use of DT vocabulary.
* Engage in CPD to ensure their subject knowledge is good.
* Regular retrieval practise of previous learning and effective questioning to ensure learning is memorable.

**This is how we support and ensure access for all children:*** The DT curriculum is appropriate for all groups ensuring full access and parity for all pupils.
* Small group/1:1 adult support given where required.
* Ensuring that a range of equipment and resources are available to ensure success for all pupils (e.g. scissors, tools or paper, additional templates etc).
* We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
* Pupils then receive additional support or resources.

**This is how we challenge:*** Support of tasks, or outcomes is planned.
* Small group or 1:1 feedback to further challenge.
* Open-ended tasks.
* Through questioning.
* Encouraging self-evaluation and testing of ideas.
* Peer learning.
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| **Curriculum Impact** | **This is what you might typically see:*** Happy and engaged learners
* A variety of independent, paired and group work
* Exploratory DT books
* Engagement and perseverance
* Self-motivated children
* Children talking positively about design and technology, sharing and reflecting on their learning

**This is how we know how well our pupils are doing:*** + Observations of work being produced and DT books
	+ Verbal feedback from teacher to pupil
	+ Verbal feedback from pupil to teacher/TA
	+ Pupil voice conversations with Subject Leaders/ SLT
	+ Photo evidence on Seesaw
	+ Monitoring of children’s progress over time

**This is the impact of the teaching:*** Confident children who can talk about design and technology.
* Children who are enjoying their learning design and technology.
* Children who are equipped with a range of skills and techniques to create different artistic/design creations and models.
* Children who know how to use and apply different tools to good effect
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