

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 |