

Teagues Bridge Primary School

D&T Policy

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Definition

Design and Technology is a subject where children's capability in designing and making is developed through combining their designing and making skills with knowledge and understanding. At Teagues Bridge Primary School we view Design and Technology as a subject which allows children to apply their knowledge and understanding in a creative way to design and make products through creative projects linked to half termly themes.

"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" (National Curriculum Document 2014)

Aims and Objectives

The national curriculum for design and technology 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.

At Teagues Bridge Primary school we aim to provide all children with a broad and balanced curriculum which prepares them for life beyond primary education. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. During Design and Technology, we teach children the language skills they will need to be effective communicators. We actively encourage our children to be critical thinkers, forward planners and effective problem solvers. We also teach our children to be able to work as capable individuals and as part of a valuable, productive team. Resilience is a key theme running through our DT curriculum, and the children are encouraged to become innovators and risktakers

Planning

At Teagues Bridge Primary School, we deliver a creative curriculum through half termly themes. The themes are outlined on the long term planning and have been formulated based on the needs and interests of the children, the national curriculum guidance and the perceived needs of our local community. Throughout the year, children will undertake 4 Design and Technology projects linked to their half termly theme. Through the projects children will develop the following skills by the end of each key stage:

EYFS

Children in EYFS will undertake investigative and skills based tasks during child initiated and continuous provision. The learning environment (both indoors and outdoors) operates on a free-flow basis and children are encouraged to undertake focused practical tasks through directed and self-initiated stimuli. They will be provided with resources based on topics within the focus of the classroom and will be encouraged to design and develop ideas independently. Children in EYFS work on a range of creative themes and tasks that are cross-curricular and allow the children to develop their skills in all areas of the foundation stage curriculum.

Key Stage 1

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Stage 2

Design

- Use 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

Make

- 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

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Key stage 2

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

Assessment

Foundation stage assessment trackers are used by all teachers to monitor the attainment of all children in all subjects. The DT co-ordinator will collate this data for DT and use it to inform action planning for the subject.

Theme books are used in all classes to document the progress in DT. This is recorded through images, prototypes or children's quotes/evaluations and their written word. These are used to assess the progression throughout the year and to share with the co-ordinator for monitoring.

Equal Opportunities

At Teagues Bridge Primary School, we believe that it is important for all children to experience the range of design and technology activities. All children will be encouraged and supported to develop their design and technological capability through a range of materials. We recognise the importance of identifying the specific difficulties that individual children might experience, and targets will be set within their IEP to reflect appropriate teaching and organisational strategies to meet their needs.

At Teagues Bridge Primary School we expect all children to participate in Design and Technology projects. Specialist equipment and support will be sought and provided for any children who may need them in order that they will be included within and have access to tasks in Design and Technology. The subject co-ordinator will liaise closely with the SENCO (Special Needs Coordinator) to ensure that all our children have access to Design and Technology, including provision of special resources or equipment where necessary and possible.

Health and Safety

Safety is of paramount importance in Design and Technology. It is the teacher's responsibility to be aware of safety issues in all Design and Technology activities by:

- Providing a safe working area (furniture, materials storage, tool maintenance)
- Teaching and implementing safety rules and good practice, including hygiene
- Ensuring the safe and correct usage of tools and materials
- Ensuring working areas are kept clean and tidy
- Considering storage of partially completed work
- Ensuring the correct disposal of waste

The teacher is responsible for ensuring that children are adequately supervised when using tools and that other adults working in the classroom understand safety rules and maintain rigorous safety standards. Safety rules and safety issues should be taught to all children within each Design and Technology unit of work.