

# Subject on a Page- DT

## Intent – we aim to...

Teach skills that progress from year 3 to year 6

Create engaging opportunities for children to use their creativity through designing and making products

Develop our core 5R Values

Embrace strong cross-curricular links to Maths, Science, Computing and Art.

Children are able to consider a range of sources and influences to develop their own design ideas, expressed through sketches, diagrams and prototypes

Provide children with the opportunity to reflect upon the design considerations which lay behind the objects and products around them in everyday life.

Develop within children an awareness of the vital need to establish and keep to Health and Safety rules within a working space.



## Implementation – How do we achieve our aims?

### Planning

Planning is organised through a 4-year rolling programme of Topics rooted in either Science, History or Geography learning. Design & Technology is structured so that each year every child is provided with the opportunity to learn cookery skills, as well as one of the four focus areas of structures, mechanical systems, electrical systems and control programs. Design & Technology is taught in a focused series of lessons delivered over 2 weeks, allowing children to quickly build upon the challenge of the design brief, refine the designing and making skills that they have developed, generate detailed diagrams and create a well-considered final product. They then have time to test and evaluate their product and the products of others.

### Assessment

Design & Technology is continually assessed throughout the year, based upon the learning objectives outlined in the 4-year cycle and mid-term planning. Coverage and learning is reviewed through Skills Booklets updated termly throughout a child's time at BJA.

### Extra Curr Opps

Children have the opportunity to practise their model making skills through K'Nex Club and Lego groups, which they can later apply to Design & Technology tasks in class.

### SEND

Our children with SEND access the Design & Technology curriculum via their teacher's assessment of their specific needs. Lessons are carefully planned and resourced so that all children can access their learning at an appropriate level that engages them. As our curriculum is progressive and develops across the year groups, teachers are able to structure learning to support learners working at different levels to their chronological age. We believe that just because a child has a special educational need in Reading, Writing or Maths, it should not impair them from developing a strong range of key skills and knowledge in History.

### Overview

All Design & Technology projects begin with a design brief and a design booklet adapted to the needs of this brief and the intending users, providing a clear structure for children to develop their ideas, design concepts, making skills and evaluations. Children are encouraged to consider the ideas of other designers, either by investigating artefacts or considering pictures and diagrams. Some design briefs are for solo projects while others are based in collaborative working, encouraging children to be part of a 'design team' and develop skills in negotiation and delegation of roles. Children are taught the right way to handle tools and materials, with Health and Safety considerations integrated into the learning process. Cookery skills are core to Design & Technology within BJA, with children currently gaining or refining cookery skills following a suspension of learning in this area throughout lockdown. Practical skills go hand-in-hand with developing a key understanding of healthy eating and widening the range of food choices and experiences.

### Vocabulary

Within the lesson planning for D&T, as well as the Design Booklet, appropriate vocabulary is used to describe the stages of the skills development, design and making process. Children are encouraged to use this vocabulary in their written work and in discussions during Design & Technology lessons.

### Values

- Respect:** We learn that the food that we eat comes from all over the world and should not be wasted.
- Resilience:** We learn that making skills can often take time to develop and may require repeating a making task, or re-visiting and adapting a design if a product is to be of a high quality.
- Reflection:** Through our lessons, we reflect upon the choices that have been made throughout the D&T process and how they have influenced the effectiveness of a final product.
- Relationships:** We learn how good products can often be the result of a shared design vision. Children learn how by working together they can shorten a task by taking different roles.
- Responsibility:** Children take responsibility for the safety of themselves and those around them, using tools and materials in a manner that will promote this. They also learn to select and use materials in a manner that minimises waste.

## Impact – How do we know if we've achieved our aims?

Children's learning shows a progression on Design and Technology skills.

Children are able to talk about the decisions behind their designs referring to sources of inspiration.

Children are able to talk about how the 5Rs are reflected through the Design and Technology process.

The accurate application of skills from other subjects is evident within children's Design and Technology work, such as accurate measuring.

Children are able to effectively communicate their design ideas to others, using suitable vocabulary.

Children are able to talk about the design considerations behind the objects around them.

Children understand, value and apply the Health and Safety rules that have been established.

