



Heatherley Primary School

Design and Technology Policy.

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The Curriculum Policy for Design and Technology

Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

This policy outlines the **Intent**, **Implementation** and **Impact** of the Design and Technology here at Heatherley.

The **Implementation** of this policy is the responsibility of all teaching staff. The school policy for Design and Technology reflects the consensus of the whole Heatherley Community including teaching staff and Governors.

Intent

Design and Technology involves the application of knowledge and skills when designing and making products and helps to prepare children for the developing world. It provides children with opportunities to develop and extend skills to express their individual ideas, whilst also contributing to the development of the child emotionally, intellectually and socially. The activities undertaken will enable our children to consider the needs of individuals and of society within the context of a caring community. The subject encourages children to use a range of materials and processes and to become creative problem-solvers, both as individuals and as part of a team. We aim to ensure that the activities undertaken in Heatherley Primary School will impact on the children's local environment and support them in the wider world to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

Implementation

Design and Technology is taught in blocks every term by the Class Teacher. Our Art and Design Progression Grid is taken from the National Curriculum and has been added to where necessary to meet the unique needs of our pupils. As the National Curriculum prescribes, these statements span Years 1 and 2, Years 3 and 4 and Years 5 and 6.

Design and Technology is delivered, alongside other subjects, by teaching staff and embedded within topics to ensure that learning is purposeful and contextualised. Through careful planning and implementation, Design and Technology is integrated within a topic in order to create an innovative and cross curricular learning experience for the pupils.

The Design and Technology Scheme of Work prioritises knowledge and skills within the Design and Technology process. As pupils move through each year group, the knowledge within each strand of Design and Technology is built upon, whilst skills are refined and improved. Pupils are expected (within all projects) to work through the three main areas of Design and Technology: Design, Make and Evaluate.

We will evaluate past and present design technology and the ways these have influenced modern society. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school.

Evaluation is an integral part of the design process and allows children to adapt and improve their product. This is a key skill, which they need throughout their life.

Children can appreciate the relevance of Design and Technology within our society and regard it as an essential subject in teaching them to design, make and evaluate products of their own. We intend to develop children's understanding of electrical components, control systems, mechanisms and structures while understanding and applying the fundamental principles of design, make and evaluate as a process.

Class teachers ensure that wherever possible, the skills they acquire during the studies are applied to their cross-curricular topics, allowing children to use their design skills to reflect on and explore topics in greater depth, such as in Maths, Science, English, Computing and Art.

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.

The Design and Technology curriculum at Heatherley Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Children are assessed against the 'I know...' statements, developed alongside the curriculum lead. Our dedication to inclusive practice means that, regardless of ability, pupils are supported to access learning with the highest possible levels of independence, due to carefully designed

tasks. Where necessary, pupils requiring extra help are sensitively supported, with minimal disruption to quality-first teaching. Our ambition is to narrow the gap between different groups of pupils and to ensure that their life-opportunities are equal, irrespective of background or ability.

Extended Curriculum Opportunities

- Extra-curricular after-school clubs are on offer for pupils who show an interest in or passion for Design and Technology.
- Increase opportunities to construct, build, trial and evaluate Design and Technology products outdoors through Forest Schools.
- Where appropriate educationally focused visits across the Key Stages will be planned, providing pupils with a range of experiences incorporating Design and Technology within the wider context of the year group topics.

Impact

Our pupils understand the crucial importance of Design and Technology in the wider world and how it contributes to the creativity, culture, wealth and well-being of the nation.

Through a range of contexts and opportunities to demonstrate their passion, enthusiasm and imagination, pupils exercise their creativity and pursue the beginnings of their ideas in a systematic quest to design and make remarkable, practical and well-considered products.

Pupils gain key knowledge and enhance their skills whilst drawing on learning from other subject areas. They feel confident and supported as they take risks and problem-solve in a safe environment, understanding that these are fundamental aspects of the designing and making process, both in school and the wider context of life. In addition, pupils critique, evaluate and test their ideas with consideration of how their creations might impact positively on daily life and the wider world.