

## Intent

### GROWTH:

Develop pupils' design and making skills, knowledge, and understanding to the best of each child's ability; using and selecting a range of tool, materials and components.

### RESILIENT:

Prepare pupils to participate in tomorrow's rapidly changing technologies.

### OPPORTUNITIES:

Provide opportunities for all the children to design and make quality products utilising a range of skills, techniques and knowledge.

### WONDER:

Help the children develop an understanding of the ways people in the past and present have used design to meet their needs, reflecting on and evaluate such techniques, its uses and effects.

Utilise the range of opportunities within various industries in the local area.

### TEAM WORK:

Become creative problem solvers as individuals and members of a team.

Provide feedback to each other in order to better improve our designs.

### HEAD, HEART, HANDS:

Develop an ability to criticise constructively and evaluate their own products.

Have an understanding of how design technology impacts us in our everyday lives.

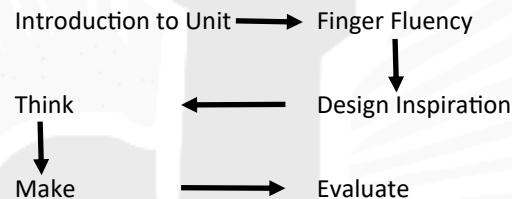
# Subject on a Page

## DESIGN TECHNOLOGY

### Implementation: Planning

Utilising the Chris Quigley Essentials Curriculum as the basis of our DT scheme of work, we have made it bespoke to our school, written as a collaboration between subject leaders and class teachers, designed to meet all requirements of the National Curriculum.

### Implementation: Learning Sequence (unit of work)



### Implementation: Teaching and Learning Pedagogies

Each theoretical DT lesson begins with a 'Blast'; an opportunity for children to retrieve prior knowledge which will aid them with their learning in that lesson/topic.

Children revisit the different knowledge and skills throughout their time at Roe Farm, allowing them to build upon what they already know.

Pupils will be introduced to different concepts and take inspiration from historic and present day designs prior to designing, making and then evaluating their own products

### Implementation: Resources

DT store room containing practical resources for construction, textiles and food technology. Including:

- ⇒ Saws, drills, bench hooks, glue guns
- ⇒ Fabrics, needles, threads, buttons
- ⇒ Two mobile cookers, pots, pans, weighing scales
- ⇒ Etc.

### Implementation: Curriculum Links

In KS1 and KS2, design technology is delivered through three strands: mastering practical techniques, taking inspiration from design, and designing, making and evaluating.

All year groups have elements of each strand interwoven in their curriculum plan for DT but similar skills are also taught in other subjects such as Art and Design and Computing.



### **Implementation: Environment**

Classroom displays are expected to be functional working walls that aid teachers in their delivery and pupils in their learning.

Each classroom displays:

- Examples of real world products
- Unit vocabulary
- Images to act as an aide memoire
- Knowledge Navigator

Displays can be used by pupils to familiarise themselves with equipment names, techniques and technical aspects.

The classroom environment may need to be adapted to ensure that practical sessions are run in a safe manner conducive to good learning. For example minimising potential trip hazards or excessive movement of pupils around the classroom.

When using tools or other potentially dangerous equipment, suitable staff supervision should be in place at all times.

### **Implementation: Feedback**

Pupils are given regular, immediate feedback in lessons as this can have the biggest impact on learning.

In most cases this is going to be verbal feedback, especially during the practical stages.

Where any written feedback is required, this will be done in a timely fashion in red pen.

In some situations, pupils may provide peers with feedback such as during the evaluation process.

### **Implementation: Support**

Quality first teaching strategies to support all learners to reach their full potential.

Use of questioning to guide pupils to self support.

Scaffolding of tasks where appropriate to support independence whilst continuing to access the intended learning outcomes.

Direct adult support on a 1:1 or small group as required.

Formative and summative assessments to inform next steps for individuals or groups.

Differentiated questioning to support or challenge as required.

Learning challenges to stretch the more able.

### **Impact: Evidencing**

Floor books in EYFS and KS1, and outcomes from the product design phase and evaluations.

The physical product created by the pupils.

Some non-written outcomes e.g. practical skills may be photographed or videoed.

### **Impact: Assessment**

DT Blast retrieval tasks at the start of lessons to assess prior learning and retention.

Assessment for learning strategies employed throughout the design, making and evaluating processes.

End of unit assessments of our 'I can' statements by pupil and teacher.

Summative teacher assessments based around our 'Head, Heart, Hands' principles of assessment on O'Track.

### **Impact: Monitoring**

Following the school's tiered approach to monitoring.

Work scrutiny, pupil voice, learning walks and staff voice play an important part of our tier 1 monitoring.

This is supported by an annual more in depth dive with SLT as part of our tier 2 monitoring.

