

Curriculum Policy – Design and Technology

Purpose and Aims

Purpose

- D.T is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to problem solve, design, construct and make. It enables children of all abilities to use their creativity to achieve their potential with guidance and given criteria.

Aims

- For all pupils to have the confidence as well as the skills and experience necessary to communicate their ideas through their work.
- All pupils have the opportunities to experience a broad and balanced range of D.T activities and show progression within these experiences.
- All pupils have opportunities to learn about how and why designers create and construct.
- For all pupils to become visually literate and able to identify and apply the key elements of D.T.
- All pupils will be given equal access to the experience of D.T regardless of the gender, race or disability.
- Every pupil will have the opportunity to produce creative work, exploring their ideas and recording their experiences.
- For pupils to become proficient in designing, using and selecting appropriate resources, techniques for making structures, moving mechanisms and food technology.
- For pupils to be able to evaluate and analyse the different stages of work using the language design and technology.
- For pupils to make connections with DT and industry, through our projects, and through our STEM program.

Provision

Our curriculum is categorised in two ways

- **Breadth** – which gives pupils experiences to develop understanding and appreciation for designers, engineers, and architects in the locality, throughout History and world wide. Links to the environment and eco friendly ways forward are integral links to our Geography and Science curriculum.
- **Depth** – which helps pupils to think and act as designers, engineers and nutritionists.

Whilst coverage is our goal for the “breadth” elements, repetition and increasing understanding is our goal for the “depth” elements.

Our curriculum “drivers” shape our D.T. teaching so that every opportunity is taken to relate design and problem solving to our curriculum with a strong emphasis on it’s place in our STEM program of studies.

Design and Technology is studied throughout each academic year -with three major focus areas each year. The children cover aspects of structure, mechanisms and food and Nutrition.

Progression & Assessment

Curriculum Policy – Design and Technology



Progression

Our curriculum covers all aspects of Design Technology. We set out our expectations around the expected standard by the end of year 2, 4 and 6. We are building on our skills base throughout the school. Progression is clear and relevant, across the year and across the year groups, building on knowledge and understanding, year by year.

Assessment

We assess pupils' depth of understanding each term and use this as a forecast as to whether pupils are on track to meet our curriculum expectations for the end of a stage.

Monitoring, Evaluation & Improvement

The role of the leader in monitoring pupil outcomes is to audit teachers' judgements. This is done collectively in staff meetings and then collated by the leader. The leader then works collectively with teachers to examine the strengths and limitations in provision to diagnose why the outcomes are as they are. The leader then creates action plans to improve achievement. The leader keeps track of the improvements they have secured over time to understand how effective he or she is as a leader.

Document Control

Date Written: 13th June 2020

Review Frequency:

Review Date Due:

Notes: