Buckstones Community Primary School

Policy for Design Technology

Written and agreed by staff: Monday 5th September 2022

Agreed by Governors: Tuesday 20th. September 2022

Design Technology Policy

Rationale

We aim to promote design and technology as a creative process which helps children to develop an awareness and understanding of the way things work and are manufactured. Through their technical awareness children may be enabled to become discriminating citizens and consumers in a technological society.

Intent

To develop the children's technological awareness, knowledge, understanding and vocabulary necessary to contribute creatively and constructively in a rapidly changing technological society.
To equip the children with relevant skills with a wide range of materials in order to produce a quality finished product based on a specific need or purpose.
To engage children in the design process, by developing their ability to gather information, to evaluate, solve problems and to design artefacts and systems.
To make children aware of issues of safety and hygiene.
To provide a vehicle for children to apply their knowledge and skills gained in other areas of the curriculum.
To promote equal opportunities for all.
To fulfil the requirements of the national curriculum.

Implementation

To achieve these aims, the D&T scheme of work has been organized into topics with reference to the National Curriculum 2014 programme of study. These activities have been planned in the medium term for reinforcement and progression throughout the key stages and to integrate with other areas of the curriculum.

Planning

Effective planning and liaison will enable progression and continuity to be addressed to both within and across phases. The curriculum will foster appropriate attitudes to both learning and D&T. Planning will include:

- Opportunities for children to develop skills in designing and making products, investigating and evaluating simple products and focused practical tasks.
- Direct teaching of Key Skills including:
  Practical skills and processes: assembling, joining, cutting, bending, forming, tying, shaping and modelling, problem solving, testing, finishing, colouring, organizing materials, clearing away, using tools safely.
  Perceptual skills: analysing, observing, planning, evaluating, investigating, problem solving, decision making.
  Personal qualities and attitudes: creativity, enterprise, imagination, initiative, flexibility, invention, motivation, perseverance, reliability.
- Opportunities to learn and use technical vocabulary.
- Development of other curriculum areas through D&T where appropriate, but in particular through mathematics, language and I.C.T. To understand the importance and the relationship between these areas for understanding and communicating through design ideas.
- Differentiation ensuring that the activities, the teaching and the group strategies are all appropriate to the needs of the pupil.

Impact and Assessment

Continuous assessment is carried out on a regular basis through observation, questioning, listening, intervention and modification of tasks. Individual achievement levels are then linked to National Curriculum level descriptors to ensure progression. This formative assessment enables the teacher to plan appropriate levels of work, to provide more challenging tasks or further consolidation if necessary. To assess that children have learnt more and remember more as they move through the design process, assessment for learning is embedded deeply across the school and can be seen in all year groups and in all lessons, meeting the needs of all children. Pupils regularly share their design decisions through teacher-led and peer-based

discussions. Children can demonstrate their understanding and develop their technical design skills demonstrating various points in the design cycle.

The progression children make will be shown in the increasing quality and complexity of their products and in their ability to recognise the influence of design and technology in their surrounding environment. A photographic record of children's work will be kept.

Equal Opportunities and Special Needs.

All children have access to the D&T curriculum without discrimination by sex, religion, race or culture. Effective planning ensures that appropriate teaching strategies are employed and suitable activities are provided for every child to achieve their full potential. S.E.N children will be provided with appropriate support to access the curriculum.

Monitoring and Moderation

Monitoring and moderation takes place regularly through:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Books/Work
- Moderation of work
- Discussions with Pupils/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor

Health and Safety/Risk Assessments

Children are encouraged to acquire and refine the practical skills needed to carry out an investigation safely and to recognise any potential hazards or risks. They are taught to follow instructions and develop a respect for their own and other people's health and safety and if necessary take action to control these risks in order to avoid danger. They are supervised in small groups and are taught the correct use of tools and equipment.
Children are taught about food hygiene and preparation in each key stage.

Whole School Overview of D&T Topics

DT Long Term Plan – Buckstones

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	**Structures:** A Home For Teddy *(Freestanding Structures)*	**Mechanisms:** My Moving London Postcard *(Sliders and/or Levers)*	**Cooking** My Fruit Salad *(Origins of Food & Healthy Eating)*
Year 2	**Textiles** Templates and Joining Puppets	**Mechanisms** Wheels and Axles Katie Morag winding mechanisms	**Food** Origins of Food/Cooking Make scones for afternoon tea to celebrate the reign of Queen Elizabeth II
Year 3	**Food** ***Healthy Eating and Food Origins*** ***Healthy Sandwiches***	**Structures** ***Joining, stiffening, strengthening*** ***Gift Boxes***	***Mechanisms*** ***Levers and Linkages*** ***Moving Information Poster***
Year 4	**Textiles** ***Stitches and Pattern Pieces*** ***A stuffed felt hanging decoration***	**Food** ***Seasonality and Savoury – cooking techniques*** ***Pizza*** **George Washington Carver Agricultural and food scientist**	**Electrical** **Simple Circuits and switch** **Torch**
Year 5	**Food** **How a variety of ingredients are**	**Structures** ***Link to Computing and Modelling, The Shell of***	**Mechanisms** **Either Cams and Linkages**

	grown, reared , caught and processed Savoury snacks	*a Structure (inc CAD, Purple Mash)* Fazlur Rahman Khan tubular designs for skyscrapers	Habitats link
Year 6	Textiles Combining Different materials and more complex stitching Calendar Bridget Riley		Electrical/ Mechanisms *More complex switches, circuits, buzzers* Gears and Pulleys etc ACCURACY Electrical Kit Cars