



Park Brow Primary School



Happy - Respect - Pride - Caring - Potential

Design Technology Curriculum Policy

POTENTIAL

PRIDE



HAPPY

To be read in conjunction with the Creative Curriculum Statement.

“Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values”

Intent

At Park Brow we believe Design Technology is a practical subject that allows children to think imaginatively and creatively and to become more autonomous and effective problem solvers, both as individuals and as part of a team. Our aim is to provide children with a rich and enjoyable experience of design and technology, in which they can acquire and develop their own designing and making skills in line with our school's identified “curriculum drivers” and learning skills initiative.

Design Technology curriculum development

At Park Brow we follow the Kapow Scheme for Design Technology lessons from Year 1 to Year 6. The topics have been chosen by teachers with the rest of the curriculum themes in mind and are adapted as necessary. Designed and created by Design Technology teachers, as a staff we thought it would support our skills and delivery of Design Technology lessons with videos of support, offering continuous CPD

Design Technology Aims

Our Design Technology Curriculum enables pupils:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to think and talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques to make quality products, whilst following safe procedures;
- To use and explore a range of materials, resources and equipment;
- To explore attitudes towards the made world and how we live and work within it;
- To develop an understanding of technological processes, products, their manufacture and their contribution to our society;
- To use the internet to explore ideas and already made products;
- To foster enjoyment, satisfaction and purpose in designing and making things;

Developing Design Technology within a Creative Curriculum

Using Kapow as a tool of support we have a skills and knowledge based continuum which includes coverage of the new National Curriculum. Topics have been chosen with the school curriculum in mind ensuring it is part of a broadly balanced curriculum which meets the needs of Park Brow's pupils

Curriculum drivers

In addition to the content that is driven by the curriculum objectives we have developed **curriculum drivers** - Key elements that form **relentless, consistent** threads that run through our curriculum. These were devised by staff to meet the **wider** needs of our children **specifically** as they go forward in their lives.

For each Design Technology topic, alongside the curriculum content, we will be planning for and teaching sessions that develop

- Knowledge of the world
- Possibilities
- Emotional awareness

Cultural Capital

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, local, national and international school.

The Design Technology curriculum is delivered through stand alone Design Technology sessions with a balance between direct teaching and child-led exploration.

Planning

Curriculum maps have been devised for each year group following Kapow's schemes of work. Each topic chosen has been picked by teachers and identified which National Curriculum objectives have been identified for each each topic/theme with learning objectives

Teaching

Design and make

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil.

The work covered in each year group ensures a balance of:

- Investigative, disassembly and evaluative activities,
- focused practical tasks,
- designing and making assignments.

Cooking and Nutrition

As part of their work with food, children will be taught how to cook and apply the principles of nutrition and healthy eating, opening the door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables children to feed themselves and others affordably and well, now and in later life.

In key stage 1, children will be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes;
- Understand where food comes from.

In key stage 2, children will be taught to:

- Understand and apply the principles of a healthy and varied diet;
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Monitoring and Assessment

Target Tracker will be used to assess each child. Milestones of achievement are used to assess each child. These milestones are taken directly from the new National curriculum expectations for each year group. Children will be assessed using achieved, fully achieved and not achieved. End of year data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding.

Safety

It is important that children are taught the rule of safety in Design Technology from a young age so that it becomes integral to their learning. Materials and equipment need to be treated with respect and care and we endeavour to make sure all children do this. When carrying out activities, children should treat their classroom as though it is a fully equipped Design Technology studio.

Equal Opportunities

Design Technology is planned to meet the varied needs of all learners regardless of their gender, background, and culture, physical or cognitive development. Learning objectives are set to meet these needs in line with our Special Needs policy. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias. We recognise that Design Technology may also strongly engage our gifted and talented children, and we aim to challenge and extend them.

Use of ICT

Children are given the opportunity to use ICT equipment for enquiry work and capturing images when relevant.

Links with other subjects

In our topic-based teaching approach, we use cross-curricular links to Design Technology wherever we can. Design Technology relates especially well to the foundation subjects.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for the Design Technology Curriculum, supported by the Curriculum Drivers.

The Curriculum drivers are responsible for overseeing the delivery of the Design Technology Curriculum through:

Regular formal and informal discussions with staff.

- Monitoring planning to ensure curriculum coverage.
- Curriculum map reviewed by members of Senior Leadership and in line with National Curriculum

- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Ensure progress is being made within Design Technology.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the School Improvement Plan and the Design Technology Action Plan.

Reviewed by H. Fitzpatrick - September 2020

To be reviewed in September 2021