

Subject on a page:

Design Technology

At Hurst Green Primary School, we believe Design and Technology develops children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. It encourages children's creativity and encourages them to think about important issues.



Intent—we aim to...



Provide an opportunity for all pupils to learn the skills required to be a designer

Plan opportunities to create & evaluate a range of products

Enable pupils to access a range of materials in order to understand their properties

Give all pupils the opportunity to be creative in all areas of Design Technology & make links with other subjects

Encourage pupils to discover an interest in design technology



Implementation—How do we achieve our aims?

At Hurst Green, we use the National Curriculum to structure our teaching of Design Technology to ensure all of the skills are embedded into our curriculum. Teachers plan units of work to give pupils the opportunity to develop skills and make progress in different skills, such as food, textiles, mechanics and materials, making cross-curricular links where possible. We celebrate DT in school with focus days, class exhibitions and look for opportunities to bring Design Technology into other areas of the curriculum & assemblies.



Progression of Skills



2 types of design

Design and Technology education involves two important elements - learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users. Teachers plan units of work which incorporate both types of design & ensure pupils fully understand the difference between the two.

DT Skills

Teachers ensure the units of work that they plan allow for progression in DT skills as well as learning and embedding new knowledge. The DT curriculum is based on the NC and focuses on the strands of developing, making & evaluating, as well as the focused skills of food, textiles, mechanical & electrical and materials.

Project Based

In most cases, teachers plan units of work linked to the topics that their year group are studying. This enables pupils to make links between subjects: a cross-curricular approach. DT is usually delivered in a block of lessons to allow the pupils chance to develop their skills and knowledge In a more continuous way. Pupils work through the different stages of the DT project process—such as developing, planning & communicating ideas, working with tools, equipment, materials and components to make quality products and finally evaluating processes and products.

Vocabulary Development



As a school, we recognise the importance of vocabulary progression across all subject areas. Giving pupils the opportunity to develop their Design Technology vocabulary equips them to enable them to communicate about their own and others' works. Vocabulary is planned meticulously from EYFS to Year 6 and teachers refer back to previous vocabulary to ensure it is embedded and part of long term memory.





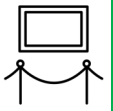
Implementation (continued)

Promoting a love of DT



Importance of evaluating Evaluation is an important part of Design and Technology as it encourages pupils to think reflectively about their work and make changes to their project that will improve it. An evaluation should include the project's aims, what went well, challenges, how they were dealt with and what you'd change next time. As a school, we balance self-evaluation with peer evaluation.

Showcasing At Hurst Green, we want to instil a sense of pride in the pupils through providing an audience for their work and showcasing their talents. We often share work through our school Twitter account and website so that parents and carers can celebrate the pupils' successes. Work is often displayed around school and showcased in our Mentions Assemblies. We feel this is a key part of the DT curriculum and boosts motivation and engagement whilst supporting positive wellbeing.



Cross-curricular DT DT lends itself well to cross-curricular links, especially with history, art, geography & RE. Through making links with their topics, DT comes to life for the pupils, bringing into focus the historical period, geographical location or religion through exploring styles & significant examples which gives them another element to explore.

Assessment Tools



Feedback Design Technology is treated differently to the majority of the other subjects at Hurst Green. Pupils are encouraged to improve their own work, often after self evaluation, peer critique or some support from the teacher. Pupils enjoy the fact that there is no definitive answer in DT: no right or wrong. Feedback is a positive experience, introduced in Key Stage 1 at a basic level and further developed throughout Key Stage 2.



Sketchbook Policy Sketchbooks should be used as a journey of progression of a DT unit, however they do not need to be used in every lesson, for example, sculpture. Teachers never mark or give written feedback in sketchbooks but use discussion and feedback to deliver praise or share good examples for their peers.

Staff CPD Staff are kept up to date with any developments in the Design Technology curriculum. The curriculum is reviewed regularly to ensure the most appropriate medium term planning is in place and changes made to reflect changes in other areas of the curriculum, special events etc.



Impact: How will we know we achieved our aims?



Pupils talk with increasing confidence about their learning in DT using appropriate vocabulary



Pupils demonstrate enjoyment when designing, making & evaluating their own product



Pupils discover new interests & talents in design, sculpture, construction and cooking



Pupils consider how their DT learning links to the wider world, identifying designs they appreciate & saying why



Pupils enjoy DT lessons & are confident to 'have a go' applying their new skills