



DT Teaching and Learning Policy

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Intent

At Howard Park Community School, Design and technology is an inspiring, rigorous and practical subject that unlocks the creativity and imagination within all of our pupils. All children engage in designing and making products that solve real and relevant problems within a variety of contexts, whilst acquiring a broad range of subject knowledge taught progressively through the year groups. The children experience a rich D&T programme. The curriculum has been tailored to teach a variety of creative and practical activities progressively throughout the year groups. Our D&T curriculum has been designed to ensure that the pupils experience a range of exciting, engaging and sometimes risk-taking experiences that draw upon other subject skills such as mathematics, science, computing and art. As with areas of the curriculum, vocabulary is an intrinsic part of the sessions, with staff modelling and developing pupils' use of the correct D&T terminology throughout the lesson. Pupils are taught the skills needed to participate in an engaging process of planning/designing, making and evaluating. We want to ensure that our pupils have all the skills required to achieve high standards in their D&T creations, therefore basic skills such as cutting out, measuring and drawing accurately are taught and reinforced right through the school.

Implementation

Expectations:

- **Structure of a lesson** – D&T days will use following structure: plan/design, make and evaluate.
- **Use of resources** – D&T lead and class teachers are to ensure that they have all of the required resources and software to teach lessons.
- **Health and Safety** – When using any specialist materials or equipment, the teacher will ensure that all children are given a safety talk and that appropriate pupil-teacher ratios are in place.
- **Evidencing** – Children's work will be evidenced through their final D&T pieces, photographs and evidence in their D&T folders. Each child has a personal file that is used to store their product planning and evaluation sheets. Photographic evidence can be found in the DT folder to show progression throughout KS1 and KS2.
- **Assessment** – Formative assessment will be carried out by class teachers during their D&T days or lessons whichever is appropriate. The class teacher will know the skills that they expect pupils to achieve by the end of the session, they will keep a record of pupils' progress, highlighting any children who have not met or who have exceeded these expectations.
- **Display** – We want children to take pride in their high-quality D&T creations, therefore teachers display work throughout school.

Design Technology In EYFS

In EYFS, many opportunities are provided to lay a firm foundation for future learning in Design and Technology. The Early Learning Goals (ELGs) indicate what children should know, understand and be able to do before the end of the Reception year and the following ELGs are linked with Design and Technology:

- Use everyday language to talk about quantities of weight and capacity and explore characteristics of everyday objects and shapes (Shape, Space and Measure).
- Know that other children don't always enjoy the same things and are sensitive to this; they know about similarities and differences between themselves and others (People and Communities).
- Know about similarities and differences in relation to places, objects and materials, they talk about the features of their own immediate environment and how environments might vary from one another (The World).
- Recognise that a range of technology is used in places such as homes and schools and select and use technology for particular purposes (Technology).
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Exploring and using media and materials).
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes; represent their own ideas, thoughts and feelings through Design and Technology (Being Imaginative).
- They are confident to try new activities, say why they like some products more than others, confident to speak in a familiar group about their ideas, choose the resources they need for their chosen activities and say when they do or don't need help (Self-confidence and Self-awareness).
- Show good control and co-ordination to handle equipment and tools effectively (Moving and Handling).
- Know the importance for a healthy diet and talk about ways to keep healthy (Health and Self-care).

D&T also makes a very important contribution to the 'Characteristics of Learning' specified in the EYFS framework– exploring, active learning, creating and thinking critically.

Impact

By the end of KS1, our pupils will be skilled in the following areas:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Health and Safety

- Teachers will always teach the safe use of tools and equipment and insist on good practise.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms, (for example levers, sliders, wheels and axles), in their products.

Food Technology

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

By the end of KS2, our pupils will be skilled in the following areas:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Health and Safety

- Teachers will always teach the safe use of tools and equipment and insist on good practise.

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products, (for example as gears, pulleys, cams, levers and linkages)
- understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors).

Food Technology

- 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.

