Design & Technology Policy Statement

'Whoever heeds instruction is on the path to life'
(Proverbs 10:17)

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. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth, and well-being of the nation.

Aims
All children will be given the opportunity to:

- 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 to design and a 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.

Objectives
Children should be able to:

- show interest and motivation in designing and making

- show knowledge of a variety of materials, tools, and equipment,

- safely apply relevant skills to produce quality products

- creatively apply their knowledge and skills when designing & making

- communicate and explain their design ideas

- plan and work, individually, and as a member of a team

- evaluate and make appropriate modifications within their designing and making

- evaluate the products of others including those from other times and cultures

- show awareness that design and technology activity may have an effect upon people and the environment

Curriculum Organisation
We follow the National Curriculum Framework 2014 which provides the statutory requirements and ensures continuity and progression in the teaching of DT. Reception aged children follow the Early Years Foundation Stage (EYFS) curriculum.

Our school uses a scheme of work based upon the DATA's 'Projects on a Page' materials as a foundation for planning in design and technology.

This scheme of work sets out five different areas which are taught across the key stages:
- ➢ Electrical systems
- ➢ Food
- ➢ Mechanical systems
- ➢ Structures and frameworks
- ➢ Textiles

There is a focus on three main essential skills:
- ➢ to master practical skills
- ➢ to design, make, evaluate and improve
- ➢ to take inspiration from design throughout history

and three identifiable types of activity within a unit:
- ➢ Investigative and Evaluative Activities (IEAs)
- ➢ Focused Tasks (FTs)
- ➢ Design, Make and Evaluate Assignments (DMEA)

There will be occasions when it is possible to relate DT to other areas of the National Curriculum. It will be the teachers' responsibility to bridge other areas of the curriculum to DT.

Class teachers are responsible for their own class organisation and teaching style in relation to DT, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school. A range of teaching styles are necessary for the teaching of DT. Approaches need to be related to the topic itself and to the abilities and experiences of both teacher and pupil.
In KS1, pupils cover one DT unit each term DT is not taught every week but in unit blocks of time. Over the course of a school year approximately 36 hours is allocated to DT in Key Stage 1 and 45 hours per year for Key Stage 2.

Refer to the scheme of work.

Autumn 2020
This policy statement will be reviewed in 2023 or in the light of new legislation.

Signed …………………………….. Headteacher

Signed …………………………….... on behalf of the Governing Body