

DT Policy



Our Curriculum at Finchale

At Finchale Primary School we are proud of our curriculum and the range of experiences we provide for our children. Our curriculum is accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background. We strive to meet the needs of those pupils with additional needs, including special educational needs, those with disabilities, those who are more able, those with gifts or talents and the children who are learning English as an additional language. We provide a rich and challenging curriculum which aims to stretch our children. Staff monitor our children to ensure that they are supported in their learning, whatever their ability.

Statement of Intent for

At Finchale Primary School, it is our intent for Design & Technology to offer children the chance to use creative thinking and design within a defined purpose and tangible outcome. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in a process of designing and making. We make use of a variety of resources (commercial kits such as Lego, KEX construction and individual items such as cams and followers) to support our teaching. We aim to build on these year on year.

Through the study of Design & Technology, pupils 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.

This Policy was agreed in January 2024 and will be reviewed in Autumn 2026.

Chair of Governors: Mrs. Gayle Foster

Date: 24th January 2024

Head Teacher: Dr. Sandra Whitton

Date: 24th January 2024

The Importance of

The National Curriculum (DfE, 2014) states that DT 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

At Finchale our DT curriculum covers those elements set out in the EYFS statutory framework, as well as the programmes of study for both Key Stage 1 and Key Stage 2 within the National Curriculum for England. In addition, our teaching goes beyond this to include a range of areas and activities which we believe equip our pupils not only with the skills and knowledge but also the confidence and resilience to be happy, productive members of our society today.

To ensure a smooth transition between what children learn in the Early Years and Key Stage 1, we have carefully structured our planning to ensure there are strong and purposeful links between what children learn and experience in Reception and what they go on to learn and experience in Year 1. This helps to build confidence, maximizes opportunities for learning and demonstrates how our staff have a good understanding of how children progress and develop within each subject.

Our starting point for teaching DT at Finchale is within the EYFS. Here, a key component comes within the specific area, Expressive Arts and Design. Within this, pupils:

- ★ Are able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.
- ★ Can share their creations, and be able to explain the process they have used.

Our pupils then move on to develop their DT knowledge and understanding as they study the attainment targets and programmes of study for DT as set out in the National Curriculum. This 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.

What This Means at Finchale Primary

We believe DT is a practical and engaging subject that motivates and inspires our children to explore the world of Design alongside learning valuable life skills such as cooking, building, evaluating and creating a plan. We also, within DT, encourage the children to look at current products on the market, to make prototypes and to keep improving our ideas while sticking to a tight deadline; thus, developing resilience and accountability.

DT begins in the Early Years by encouraging the development of fine motor skills and an interest in everyday objects. Children are encouraged to build on a daily basis with building materials or Junk Modelling. It is important at this early stage for children to express themselves creatively

with a variety of materials in a safe manner; developing new ideas and sharing them with others. For example, the children may be making a den but they are using design skills, evaluating their work as they go, sharing their idea with others all while ensuring the structure is strong, safe and using a variety of materials.

In Key Stage 1, the children begin to learn that these skills fall under the title Design Technology and are beginning to refine their ideas and understand what a design is. They begin to choose materials for a particular reason which they begin to express verbally. They begin to draw a design that others can follow, and evaluate, and start to understand that improvements are really important rather than a setback.

In Key Stage 2, the children develop their technical skills further using new tools, materials, incorporating electrics and programming. The children can now make a clear design that can be fully explained and evaluate their own, peers and products on the market for positives and possible improvements. Children will understand that in Design Technology there is a clear cycle of design, make, evaluate to make a product the best it can be.

Teaching DT Should Equip Children To:

- ★ Ask perceptive questions
- ★ Create a clear Design with reasons for the materials and structures they have used
- ★ To evaluate their own and peers' designs
- ★ Think critically
- ★ Be resilient in building theses designs
- ★ Be articulate in presenting their designs

Threads of Learning

We have identified a set of key concepts or 'threads', that children will repeatedly revisit throughout their time at Finchale. Our threads are:

- ★ Structures
- ★ Mechanical systems
- ★ Cooking and Nutrition
- ★ Textiles
- ★ Electrical systems (KS2 Only)
- ★ Digital world (KS2 Only)

We have ensured that pupils will visit these threads once in EYFS, KS1 and KS2 as a minimum, each time building on key skills and understanding. We have a full progressive curriculum from EYFS to Year 6 so it is clear for all teaching staff what the children have done previously, in order to build upon this, what the objectives are in their topics and what their next steps would be.

Making Learning Memorable

At Finchale, we aim to make learning memorable through the careful planning and delivery of enriching activities. The children have many opportunities to use a wide range of materials and tools, take part in DT competitions and homework projects as well as Finchale's DT week and engage with enthusiastic teachers. Learning is practical where possible as we believe this helps learning 'stick'. Planning is carefully mapped across school to ensure that, when appropriate, links are made with other subject areas to deepen children's understanding.

Organisation

Our DT Curriculum is drawn from a range of resources which include but are not restricted to: Kapow website and resource videos, teacher's detailed knowledge of DT in their year groups, Twinkl and BBC Bitesize websites. Individual teachers will also use other websites or resources as is needed for each topic. DT is normally linked to a class topic and therefore resources can come from various places.

DT is part of children's learning roughly every other half term; this is organized alongside Geography, History, Music and Art learning with British Values woven throughout.

Long term plans and the Progression of Skills, detail the units taught and the sequence of learning through school. Teachers identify their content from these and provide knowledge organisers for each unit of work. The knowledge organisers have a clear knowledge and skill development focus and place importance and priority on developing a child's vocabulary understanding and use.

The content for each year group, along with long-term plans, content can be found on our school website: www.finchale.durham.sch.uk .

Resources

We use a range of resources to support our teaching within history which include the following:

- <https://www.bbc.co.uk/teach/topics/c99ezxv84rpt>
- <https://www.kapowprimary.com/>
- <https://www.twinkl.co.uk/>

We are continually adapting and amending our resources to meet the needs of our children.

Assessment

Our subject leader for DT will oversee the planning and monitoring of pupils' work. Throughout a unit, teachers will continually assess children's current knowledge and previous learning. Teachers will also assess whether pupils have met the objectives of their year group, topic and specific thread and pass this information on to the next teacher. This will be aided by the end of unit quizzes on Kapow.

Assessments will be 'high challenge and low threat' and could be undertaken using the following methods (this is not an exhaustive list):

- ★ Observation of pupils
- ★ Review of Sketchbooks by class teacher and subject leader
- ★ Talking with pupils
- ★ Evaluating our own and others Art
- ★ Self-assessment
- ★ Peer assessment
- ★ Discussion and debates

"Every great design begins with an even better story."
Lorinda Mamo, designer