



## **Scampton Church of England Primary School**

### **POLICY FOR THE TEACHING AND LEARNING OF DESIGN TECHNOLOGY**

#### **Introduction**

Design Technology impacts on all our lives to keep us healthy and assist our everyday needs and lifestyles. We also recognise the links Design Technology has with other subjects from healthy eating to computer aided design and control. We therefore anticipate that Design Technology will in many cases be taught as a cross curricular subject but rooted in three main areas – Food, Structures and Mechanisms (including electrics and control). Our curriculum is intended to take account of local industries and knowledge of STEM careers in adulthood.

#### **Intent (How we have planned our Geography Curriculum)**

When planning our Design Technology Curriculum, we have made a number of decisions, the principles of which are listed below:

- Because our school has usually been made up of three classes, our Design Technology curriculum has been made to be flexible in order to accommodate a number of different permutations of mixed age classes. Our three classes in our curriculum map are defined as Phase 1, Phase 2 and Phase 3. Each phase may be made up of up to three year groups.
- For each subject, individual year group knowledge and skills expectations have been devised that show a progression from EYFS to Year 6 through three strands (Food, Structures and Mechanisms (inc electrics and control). Teachers are expected to pitch the intended learning to these expectations.
- Design Technology strands are revisited on an annual cycle. Our progression of skills and knowledge means that repetition of strands enables teaching to be at a higher level than previously taught.
- Design Technology strands are taught on an annual cycle. Where possible, these are taught at the same time as all other classes. This means that staff can support one another in that area and the progression of learning is clear throughout the school to aid monitoring and strengthen links between year groups.
- For Design Technology, we have tried to find cross curricular links with History, Science and Art which we believe will enthuse pupils through a project style approach. Other subjects (Computing, RE, Music, PSHE, Modern Foreign Languages and PE) are mostly taught as discrete subjects however where opportunity arises to relate these to Design Technology, this is encouraged. Maths and English are taught discretely but where opportunity arises to apply them with Design Technology, this is highly encouraged. Mathematical applications are noted on the knowledge and skills progressions.
- When planning a programme of work, teachers should refer to our Curriculum Drivers (Community, Diversity, Resilience, Growth) as a foundation to their teaching. Teachers should also refer to our Statement of Uniqueness so that the needs of our learners and additional experiences are provided.
- Design and Evaluation should be integral to the three strands of Food, Structures and Mechanisms.

#### **Implementation (How we teach our Design Technology Curriculum)**

When teaching Design Technology, teachers should take into account the following principles:



- Learning should be fun so that it is memorable to pupils. Delivery and experiences should be exciting and of a high standard.
- Strand of the Design Technology curriculum will be taught at the same time throughout the whole school to aid monitoring and support between classes.
- Where possible, first hand experiences such as visits, use of visitors to school or 'hands on' should be used – in particular 'Making Things'. The school has a range of equipment, artefacts and other learning resources that can be used.
- Lincoln is famed for engineering advances from the development of the tank to the turbine industry today as well as close links to the RAF.
- Design Technology should be allocated time equivalent to a weekly lesson however it is recognised that the cross curricular nature of this subjects may mean that they are taught in longer blocks of work in some weeks than others.
- Lessons should be knowledge and vocabulary rich (see knowledge and skills progressions).
- Design and Evaluation should be integral to the three strands of Food, Structures and Mechanisms.

DT work will be recorded in topic book with writing applied recorded in writing books.

### **Impact (How we know that children are learning and making progress)**

Evidence of learning can be captured in a number of ways including pictures, models, designs and writing in books, photographs, assessments, mind maps. Speaking with children is a good way of finding out what has been learnt. Subject progressions show expected vocabulary that children should be able to use by the end of each year.

The design element and evaluation of anything made should be evident across the school.