

# Yorke Mead Primary School

## DT Policy



### Our School Vision Statement

*BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

## **Rationale and Ethos**

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 of the Curriculum at Yorke Mead**

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the arts and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development
- Is equipped with the knowledge and cultural capital they need to succeed in life

## **Aims of the DT Curriculum**

The national curriculum for design and technology 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.

To enable children to become creative problem-solvers, both as individuals and as part of a team. To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things. To foster enjoyment, satisfaction and purpose in designing and making things. To help children to take account of the necessity for safety, both for themselves and those around them.

## **Curriculum Design**

The curriculum is planned around the processes outlined in the National Curriculum: design, make evaluate. All units will involve following these processes together with learning specific technical knowledge. The majority of year groups will cover a unit based on cooking and nutrition. The curriculum design allows for a progression of skills and development of technical knowledge.

## **How the DT curriculum meets the needs of children at Yorke Mead**

Design and Technology is extremely stimulating for children as it is part of their immediate experience. It is found in many forms: clothes, books, home wear, sportswear - products which have been designed to help people with their needs.

At Yorke Mead our design and technology curriculum has been developed so children can combine practical skills with an understanding of aesthetic, social and environmental issues, as well as the products functions. Children will work in a range of relevant contexts such as the home, schools, gardens, leisure, enterprise, industry and the wider environment. This allows them to reflect on and evaluate past and present design and technology.

DT helps children become discriminating and informed consumers and potential innovators themselves. It allows children to develop an enquiring mind as they explore attitudes to the made world and how things work and encourages children to become creative problem solvers. Children have opportunity to develop essential life skills, understand where food comes from and the links between food and health.

## How the DT curriculum supports the development of children's reading

Children will be taught the language of DT (design, form, function, structure, mechanism, electrical control, nutrition (subject key vocabulary is provided in a separate document for all year groups)) and be encouraged to use this language when discussing their work. Children will use technical vocabulary in written elements of DT, including: annotated diagrams, designs and plans and evaluations.

## How the DT curriculum supports children's spiritual, moral, cultural, social development

**Spiritual** – Through collaborative and cooperative work, children can develop respect for the abilities of other children and develop a better understanding of themselves. They use their imagination and creativity and reflect on their work.

**Moral** – Children show respect for the environment and their own health and safety and that of others. They understand consequences and can offer and appreciate reasoned views.

**Cultural** – Children have opportunity to explore, participate in and appreciate cultural influences through design and food.

**Social** – Children have opportunity to use a range of social skills through teamwork and collaboration. They can appreciate other viewpoints, cooperate and resolve problems.

## How the DT curriculum supports children's emotional well being

DT supports pupils' social skills during group activities; developing their collaborative skills, mutual respect and tolerance as they work together on a task and problem solve. The creative, practical and problem solving aspects of DT develop pupils' resilience, perseverance and determination. The use of DT tools and equipment allows children to develop the necessary skills to evaluate and navigate risk so that they can learn to manage these safely; being mindful of themselves and others. This encourages children to develop a sense of responsibility in following safe procedures during making. The food and nutrition strand of DT offers pupils the chance experience one of the great expressions of human creativity and also the opportunity to enjoy and experience food from other cultures. DT not only teaches critical life skills such as food preparation, use of tools and equipment, resilience, teamwork and creativity it is also part of children's enjoyment of childhood. DT offers children the opportunity to reflect on their work; celebrating their success and also identifying areas to improve and develop.

<b>SMSC</b> Spiritual, Moral, Social & Cultural Development	<b>British Values</b>	<b>Character Education</b>	<b>Cultural Capital</b>	<b>5 Ways to Wellbeing</b>
Social development	Mutual respect tolerance	Resilience social confidence, responsibility	Life skills cultural experiences	Keep learning connect

## Organisation and planning

### Organisation

At Yorke Mead we value the team approach and with this in mind we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation.

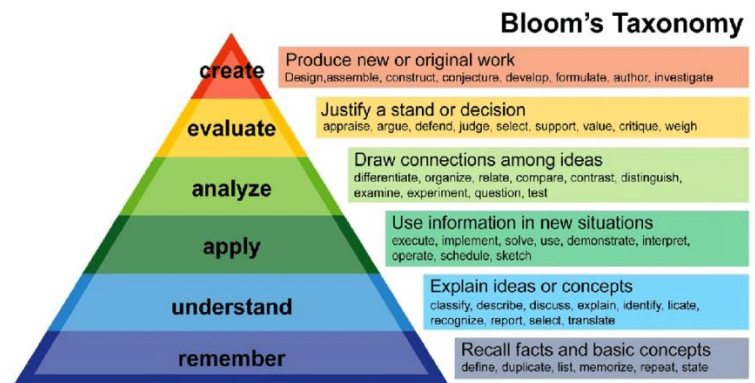
DT is part of the **Discover** team along with Maths, Science and Computing.

### Planning –

Teachers at Yorke Mead are provided with a broad long term plan by subject leaders outlining the curriculum content and learning intentions to be covered throughout the year. It is the teacher's job to outline the delivery of this curriculum in a detailed medium term plan, which may be paper format or powerpoint in style depending on the preference of the teacher.

There is no need for teachers to produce individual lesson plans for subjects other than English and Maths, which again may be paper or power point format. The purpose of this is to manage workload of the teachers and to ensure that time spent on planning is the most purposeful it can be to meet the needs of the teachers and the children.

In planning units of work teachers are mindful of the **Bloom's Taxonomy**, recognising that we cannot expect children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom's also supports differentiation of learning within the curriculum.



### Progression and Sequence of Learning

The DT curriculum comprises a variety of creative and practical activities through which pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of contexts, starting in KS1 with those they are most familiar with: home, school, gardens and playgrounds and the local community, and progressing to also include wider contexts in KS2 such as: leisure, culture, enterprise, industry and the wider environment.

DT can be considered in the key elements of: design, make, evaluate and technical knowledge. These areas allow progression across the key stages as follows:

#### Design – KS1

- 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

#### Design – KS2

- 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 – KS1

- select from and use a range of tools and equipment to perform practical tasks [for 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

#### Make – KS2

- select from and use a wider range of tools and equipment to perform practical tasks [for example, 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 – KS1

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

#### Evaluate – KS2

- 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

#### Technical knowledge – KS1

- 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.

#### Technical knowledge – KS2

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

#### Cooking and nutrition

As part of their work with food, pupils learn and apply the principles of nutrition and healthy eating as they learn this crucial life skill. Progression across the key stages as follows:

##### Key stage 1

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

##### Key stage 2

- 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.

At Yorke Mead, DT units have been selected for each year group that allow children to progress; building on prior learning and developing both their technical knowledge and skills in a variety of engaging, creative and practical activities. Where possible, units are linked to other areas of the curriculum the children study within that year group.

## **Early Years**

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy.

This DT curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy
- Personal development at Yorke Mead

## **Assessment for Learning**

Teachers can assess children using observations as they work during DT lessons and through discussions with children as they articulate and explain their ideas. Pupils can evaluate their own and peer mark others' work against design criteria. Teachers will mark work and give feedback in line with the school marking policy.

DT work can be recorded in books, through plans and annotated diagrams and evaluation of their finished work; photographs and videos and displays can be a visual record of finished products or work.

At the end of the school year, teachers will complete a final formal assessment of pupils in all foundation subjects against a set of 'I can statements'. Children will be assessed as either: below ARE, ARE, above ARE. The assessments are shared with the DT subject leader who can then monitor progress and identify learning gaps.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Currently higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Safeguarding and Safe Practise**

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where there is any form of risk to children staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times.

List of the generic risk assessments that are relevant to the DT curriculum: Classroom, Food Preparation, DT activities.

There are times when children may be more likely to disclose a safeguarding concern, for example as part of DT. Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

## **The role of the DT subject leaders**

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the DT curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for DT to support individual teachers in their planning
- The amount of time provided for teaching DT is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within the DT are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the DT curriculum are available and accessible to staff.
- The policy and practise within DT is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the DT curriculum, and any required training is brought to the attention of the senior leadership team.
- The school's procedures for assessment meet all legal requirements



- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to DT

**This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:**

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

### **Policy Review**

This policy will be reviewed every three years by the headteacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy

### **Appendices**

curriculum template DT 2020.doc  
Subject Overview - DT 2020.doc  
Subject Key Vocabulary - DT 2020.doc