

Design Technology at Offley Endowed Primary School

Intent – through our teaching of Design Technology we aim to:

...maintain and develop the confidence and ability of all children to solve technological problems and to stimulate curiosity, imagination and creativity.

...provide the opportunity to design for, and consider the needs of, other people and to promote the ability to communicate ideas and information through a variety of media.

...encourage children to critique, evaluate and test their ideas and products and the work of others.

...develop the necessary technical and creative skills by engaging children in the processes of designing, making, evaluating and the gaining of technical knowledge.

...develop the ability to identify safety hazards and risks and take appropriate action.

Implementation

National Curriculum

Design Technology is a Foundation subject in the National Curriculum 2014. When designing and making, Design & Technology is split into four areas:

- Design
- Make
- Evaluate
- Technical Knowledge

The school's Design & Technology curriculum is based on the fundamental knowledge, skills and understanding of the subject set out in the National Curriculum.

Supporting Documents

Alongside the National Curriculum, we use a series of documents to underpin the programme of study and describe the knowledge, skills, understanding and vocabulary that are expected at each age and stage.

1. The Long-Term Plan provides a year on year overview of the topics/skills that are covered across the school.
2. The Skills Progression Maps details the expected development of knowledge, skills and understanding from year 1 to year 6 and is used to plan age appropriate lessons, to set targets and make accurate assessments.

Planning:

When planning a topic, teachers plan programmes of study that provide children with a body of knowledge related to that topic and opportunities to develop the Design & Technology skills appropriate to their age and level of attainment. The skills progression map is used to ensure that teaching is correctly addressing and developing the children's skills and understanding. This also ensures that assessment against the targets is precise and meaningful as targets directly link to progression statements.

Design Technology is planned using a range of sources including Plan Bee and Hamilton Trust. Teachers may also use their discretion to choose other sources that support the teaching of knowledge and skills within a topic.

A range of artists and architects are discussed and evaluated to support the children's learning.

Cross-curricular links: Design

Technology is taught as discrete subject under the umbrella of a wider topic.

Close topic links are made to History and Geography, as well as Art and Science. Further cross-curricular links are made with Literacy during evaluations of projects.

Cooking and Nutrition:

In close links to science, pupils are taught to cook and apply the principals of nutrition and healthy eating. These may be taught as part of a cross-curricular topic or in discrete sessions.

As well as instilling a love of cooking, pupils gain essential life skills that enables them to cook for themselves and others. Pupils also learn where food comes from and how it can be grown, reared, caught and processed.

Impact – determines to what extent the intent of the programme has been achieved.

How will we know we have achieved our aims?

Pupils use their curiosity, imagination and creativity to solve technological problems confidently.

Pupils confidently design for a purpose, considering the needs of others, and communicate their ideas in different medias.

Pupils are able to design and test their work, using evaluations and critiques to further develop their designs.

Pupils have the opportunity to develop and refine their technical and creative skills during the design, making and evaluating stages of projects.

Pupils can confidently identify safety hazards during the making process and act to limit risks to themselves and others.