



Design Technology at Grange View CE First School

This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to Design Technology in school. Updated April 2020



OUR INTENT: Why our Design Technology Curriculum looks like this.

Our aim is to provide a high-quality Design Technology education which equips children to use critical thinking and creativity to understand and change the world. At Grange View we give our pupils life- skills that will enable them to flourish and achieve their god given potential. We want our pupils to be able to operate in the 21st century workplace and we want them to know the career opportunities that will be open to them if they study DT.

Our Design Technology curriculum focuses on a progression of knowledge and skills. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. All teaching of DT should follow the design, make and evaluate cycle. Each stage should be rooted in technical knowledge. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from. To evaluate, children should be able to evaluate their own products against a design criteria. DT should be taught to a high standard, where each of the stages should be given equal weight.

Our intention is that Design Technology supports children's creativity and allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children's interests are captured through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning.

Planning

Our curriculum planning follows a two year rolling cycle to accommodate mixed year classes. The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to the children.

The DT focus for each term has been mapped out to ensure that all areas of the curriculum are covered on a yearly cycle and have been sequenced methodically so that they support and enhance the curriculum topic being taught whilst building on previous knowledge and skills.

Skills progression

Our progression of skills has been created as a staff to ensure we are all confident in the expectations and key skills needed to be achieved by the end of the year for our pupils.

This allows for effective progression to take place throughout the school, with learning well matched to the pupils age and attainment. The skills are broken down into the main areas starting from Reception -

Year 4

Design Technology resources

Development, Planning, Evaluating

- Children use drawings and label to plan their projects, and then evaluate at the end of units.
- Chromebooks are used to create a plan of their projects.
- iPad's are used to photograph children's work.

Cooking and Nutrition

- Children should know how to peel, cut, grate, mix, mould and begin to cook foods using a microwave or oven.

Textiles

- Fabric paints for printing and painting. Shape cutters are used in Key Stage 1. Fabrics are joined by glue and tape.
- Key Stage 2 will start to join fabrics using running stitch, over sewing, back stitch.

Construction and Sheet Materials

- Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.
- Year 4 will start to use a glue gun supervised 1:1.

EYFS

In Early Years they focus on meeting the Early Learning Goals. A large proportion of their learning is exploratory with construction and malleable materials, handling tools safely and with increasing control and using simple tools to effect changes to materials. Children should show satisfaction in meeting their own goals and be proud of how they accomplished something. This ultimately builds the foundations for future learning and enquiry.

Design Technology across the curriculum:

We encourage children to use a range of materials and textiles across the whole curriculum. Cooking and nutrition is taught as part of topic work, focusing on healthy eating and the 'Eat Well Plate'.

Our topic floor books are a vehicle to showcase the learning that has taken place in our topic work.

Assessment:

Each term, specific assessment sheets are created to match the area of the computing curriculum being taught for each Year Group, These are created by the subject leader in collaboration with the Key Stage planning.

Each assessment sheet itemises the National Curriculum learning taking place and the key skills to be observed and recorded relevant from the skills progression. It is agreed that a sample of three children of ranging attainments will have their work sampled and assessments completed for that term and they will be used as a representative sample of the whole class. The subject leader will keep a copy of these termly assessments along with any accompanying work,

Time

Each class will be learning either Design Technology or Art alongside their topic for the half term. Children will complete 3 blocks of DT units over the year.