



Hebden Royd C.E. (VA) Primary &
Nursery School

**Design & Technology Curriculum Policy
2022**

Intent

At Hebden Royd Primary School we use Kapow Primary's Design and technology scheme of work. This aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through this scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Implementation

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition* has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under five subheadings or strands:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

EYFS

The statutory Early Years Foundation Stage, (EYFS), framework for England clearly identifies the role of design and technology in young children's learning and the subject is specifically named in the area of learning 'Expressive arts and design'.

The early learning goals for expressive arts and design indicate what children should know, understand and be able to do by the end of the reception year. A significant proportion of this learning is delivered through high quality D&T experiences and activities, enabling children to:

- safely use and explore a variety of materials, tools and techniques
- experiment with colour, design, texture, form and function
- use what they have learnt about media and materials in original ways, thinking about uses and purposes.

D&T also makes an important contribution to children's learning across the remaining six areas of the EYFS framework:

- Understanding the World
- Physical Development
- Literacy
- Mathematics

- Personal, Social and Emotional Development
- Communication and Language.

Many D&T experiences in the EYFS take place during child-initiated learning. At this early stage talking with the children about their activities is a valuable way to take the children's thinking and learning further.

Impact

As a school, we keep a record of the children's work in their D&T books which records the processes the children have gone through and the end results, with some examples of written work and photographs of their creations. The differentiation, support and challenge received by pupils is therefore evident throughout their time in each Key Stage. Design and Technology is also monitored through class observations and pupil interviews, to ensure that children enjoy their activities and learning whilst making good progress.

Social, Moral, Spiritual and Cultural

Design and Technology contributes to children's SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

Statutory Requirements

Primary education for children aged 5 to 11 aims to combine excellence in teaching with enjoyment in learning, through provision of an inclusive, balanced and broadly based curriculum that promotes spiritual, moral, cultural, mental and physical development, and prepares children for the opportunities and responsibilities of secondary education and later life.

Expectations

DT can be integrated into other areas of the curriculum where it is suitable – i.e. science and ICT followed throughout the school. Skills are sometimes taught separately to ensure progression within the curriculum.

The methods of working with Design & Technology are through individual work, collaborating within a group and class teaching where appropriate. Groups are of mixed ability and discussions are encouraged.

Governing Body

Reports are made to the governing body on the progress of DT provision within the school.

Role of Subject Lead

The co-ordinator has the responsibility to take a lead in developing DT further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources.

All teachers are responsible for monitoring standards but the co-ordinator, under the direction of the head teacher, takes a lead in this.

Use of ICT

Opportunities to use ICT to support teaching and learning will be planned for and used appropriately

Inclusion

No pupils are excluded from Design & Technology. We ensure that all pupils take part and that, wherever possible, any individual needs, such as mobility, are tackled in planning. Teaching assistants and support staff, work as directed by the teacher.

Equal Opportunities

All children are provided with equal access to the Design & Technology curriculum, and we aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Parental Involvement

Parents are encouraged to support their own child's learning through;

- Reading and researching at home together
- Visiting places linked with the units of work
- Encouraging conversations

Review Framework

This policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance).