



# DESIGN TECHNOLOGY POLICY

Revised: Spring 2021

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## DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

<b>the School</b>	means Clifton All Saints Academy
<b>SEND</b>	means Special Educational Needs and Disabilities
<b>DT</b>	means Design Technology
<b>KPIs</b>	means Key Performance Indicators

## CURRICULUM INTENT

The School values Design Technology as an important part of the children's entitlement to a broad and balanced curriculum. In Design Technology, the School wants the children to be creative and design, make and evaluate a range of models and food items using a range of tools and resources which support an intended purpose or outcome. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become independent and creative problem-solvers, both as individuals and as part of a team. Through the study of Design and Technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This helps all children to become discriminating and informed consumers and potential innovators.

*"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."*

National Curriculum 2014.

## AIMS

The national curriculum for Design Technology aims to ensure that all pupils:

1. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
2. 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.
3. Critique, evaluate and test their ideas and products and the work of others.
4. Understand and apply the principles of nutrition and learn how to cook.

## CURRICULUM IMPLEMENTATION

The teaching and implementation of the Design Technology Curriculum at the School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The School implements a curriculum that is progressive throughout the whole school.

Teachers plan lessons for their class using a progression of skills document and use the Kapow Design Technology Scheme to support their teaching and planning. Children are encouraged to be excited and enjoy design technology. Lessons are planned so all children can succeed and make progress. SEND children are supported and the curriculum is differentiated so all children make progress and are challenged. Links between design and the class topic are often made. More detail can be found in our Curriculum Long Term Overview.

The work of famous local, national and international designers is explored to enhance the children's learning.

### ***Early Years Foundation Stage***

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narrative and stories.

### ***Key stage 1***

Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

Pupils are taught:

- To design purposeful, functional, appealing products for themselves and other users based on design criteria.
- To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and information and communication technology.
- To select from and use a wide range of tools, equipment, materials and components to perform practical tasks.
- To explore and evaluate a range of existing products and their own ideas and products against design criteria.
- To build structures, exploring strength and stability and explore the use of mechanisms within their own products.

### ***Key stage 2***

Pupils are taught to develop and build on their understanding, skills and knowledge taught in Key Stage 1.

Pupils are taught:

- To 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.
- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- To select from and use a wider range of tools and materials according to their properties and functions.
- To investigate, analyse and evaluate a range of existing and their own products.
- To understand how key events and individuals have influenced and shaped our world.
- To apply their knowledge to create stronger and more durable structures, incorporating mechanical and electrical systems.
- To use their developing skills and knowledge of computer systems to program and control their products.

## **CURRICULUM IMPACT**

Children at the School are enthused and curious about design technology. They are imaginative and creative; confident to explore ideas when creating designs and models. Through their design technology lessons, they make good progress, building on a range of techniques and skills.

Most children reach age related expectations. Models and structures are displayed and celebrated around the School as space allows and children are given the opportunity to display and talk about their models to adults and children through a “gallery” event. Children apply their DT skills and knowledge in other areas of the curriculum.

## **ASSESSMENT**

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Attainment and progress towards the KPIs is recorded using Balance software. Teachers update this each term. This data is analysed to inform and address any trends or gaps in attainment. Attainment and attitude to learning in DT is reported to Parents annually in the school reports.

The curriculum overview can be found [here](#).