



St Nicholas CE Primary Academy

Design Technology Curriculum Summary Statement

Mission Statement

St Nicholas CE Primary Academy believes that all pupils, their families and the wider community should be given every opportunity to fulfil their potential through education. We recognise that everyone is unique. By respecting and encouraging the individual we aim to produce confident, independent thinkers and learners able to respond positively to an ever-changing world.

Christian values underpin all aspects of the school.

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Ambition | Community | Friendship | Perseverance | Respect | Trust

Aims and Objectives

Design and technology helps to prepare children for the developing world. The subject encourages children to use creativity and imagination as well as become creative problem solvers, both as individuals and as part of a team. It also allows them to considering their own and others' needs, wants and values. Through the study of design and technology, they learn to take risks, becoming resourceful, innovative, enterprising and capable citizens. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

Teaching and Learning

At St Nicholas we follow the 'investigate, Design, Make, Evaluate' approach to the teaching of DT, similar to what is outlined in the National Curriculum Programmes of Study document. The technical skills which we teach encompass the following areas: Construction, Mechanisms, Textiles and Food and Nutrition. We feel that the teaching of Food and Nutrition is a great importance and holds great relevance in current times. For this reason, children will study a Food and Nutrition unit every year. Additionally, a Construction unit will be covered, along with either a Mechanisms or Textiles unit (as outlined in the Whole School Overview document). This ensures that the technical skills are covered with greater depth, and that – by the end of each key stage – children will have reached the expectations of the National Curriculum. If teachers wish to complete extra units to develop skills in an area that has not been assigned to their year group, they are encouraged to do so.

Knowledge and Understanding

All pupils are encouraged to:

- Generate ideas through discussion and experimentation
- Extend knowledge and understanding of a wide range of materials, including construction kits, textiles, food, wood, plastic, and reclaimed/junk materials.
- Work within groups and as individuals.
- Make use of drawings and models to communicate their ideas.
- Evaluate their work and identify strengths and weaknesses in a positive way.
- Experiment with simple components, mechanisms and structures.
- Learn about health and safety aspects when working with a variety of materials and tools.
- Consider risk to themselves and to others and build up a knowledge and understanding of the dangers inherent in certain products and tools.

Assessment

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Teachers assess children's knowledge, understanding and skills in design and technology by making observations of the children working during lessons. As part of our assessment for learning process children will receive both verbal and written feedback in order to aid progress in the subject. Children are also encouraged to be critical of their own work, highlighting their own next steps.

Health and safety

Health and safety is important, particularly when working with tools, equipment and resources. Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.

Children need to be taught how to:

- use tools and equipment correctly
- recognise hazards and risk control

Children should be:

- strictly supervised in their use of equipment at all times.
- taught to respect the equipment they are using and to keep it stored safely while not in use.
- taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

Role of the Subject leaders

The role of the subject leader is to;

- advise and support staff in planning teaching and learning of design and technology
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for Design and Technology with realistic and developmental targets
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained
- document and review the agreed ways of working through a written policy document and scheme of work
- compile a portfolio of children's Design and Technology work to evidence progression and examples of good practice for staff to refer to
- keep up-to-date on the use of Design and Technology in the curriculum
- promote Design and Technology throughout the school

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