Design and Technology

D&T is designing and making **Something** for **Somebody** for **Some Purpose**

Intent

At Chorlton Park, our aim is to ensure that:

- Every child can develop the creative, technical and practical expertise needed to perform D&T tasks confidently and to participate successfully in an increasingly technological world.
- Every child builds skills, knowledge and understanding in order to design and make effective products for a wide range of uses.
- Every child can critique, evaluate and test their ideas and products and the work of others.
- Children learn to work in collaboration, becoming effective communicators and team players as well as developing their independence in learning.
- We adapt our lessons to make them accessible to all pupils, including children with particular sensory or physical needs (e.g. motor skills difficulties) who may not be able to use all DT equipment,
- Every child can understand the principles of nutrition and learn how to cook.
- Staff are supported in their professional development to become confident in the delivery of the D&T curriculum.

Assessment in D&T

- Formative assessment is used to move children's learning forward in Design Technology and to inform next steps.
- Learners self assess at the end of a topic regarding how well they have achieved the Learning Objectives for the topic.

Investigate
Focused tasks
DESIGN Make
Evaluate

Implementation

We use a sequence of work recommended by the D&T association which ensures coverage of all the relevant areas of Design and Technology. Whenever possible we link our D&T learning to other curricular topics, for example science. The sequencing of our curriculum provides opportunities for children to learn new concepts and skills, apply those as well as revise content learnt in previous years.

- Children are taught 1 D&T unit per term, with each project lasting for half a term. Each D&T lesson will be for 1 hour, however this may be longer dependent on the project and the particular lesson involved.
- The curriculum is designed to be progressive and build upon children's prior learning. The use of the Projects on a Page resources ensure that the level of challenge in D&T lessons is ambitious and that children's knowledge and skills develop appropriately.
- In D&T lessons you will see use of retrieval practices where children are given opportunity to revisit and activate their prior knowledge in order to help them with current learning.
- Children are encouraged to use high quality vocabulary and this is clearly outlined in planning documents and displayed in classrooms.
- Children's D&T books should demonstrate units of learning and show how pupils' knowledge and skills build over time.
- Each D&T unit follows the structure: Investigate & evaluate – focused tasks – design – make – evaluate. Each unit has a greater focus on a specific area or principle – this is outlined in the D&T planning overview document.

Impact

- Staff now feel more confident in teaching D&T and know where they can find support in teaching D&T.
- The D&T curriculum has moved away from 'copy me' type crafting activities, to projects including a clear purpose and significant design elements.
- Projects on a Page resources are adding greater depth to our D&T curriculum
- Children find the Design & Technology lessons challenging but rewarding, and are learning practical skills that will be useful in later life.

Our Curriculum in D&T

In D&T there are two strands of subject content: designing and making, and cooking and nutrition. The scheme of work ensures children design, make and evaluate products using the broad range of materials and components specified in the statutory requirements. These include construction materials, textiles, food, mechanical components and, in Key Stage 2 only, electrical components.

D&T in Early Years

We believe D&T in Early Years can enable children to make sense of the 'made world' in which they live. Design and technology enables children to gain knowledge and understanding of their world.
Nursery: join materials; explore textures; choose materials to express ideas; make Gingerbread Man; junk modelling
Reception: Observe & draw; discuss materials; use utensils; design a product; make a bridge/house; describe similar products.