



Manor Field
PRIMARY SCHOOL

Respect Believe Achieve

D&T Policy	
First Approved:	January 2021

Last Review Details:-

Reviewed by:	Giles Moulden
Date Reviewed:	
Amendments made:	N/A
SLT Approval:	07/01/2021

Next Review Due:	December 2022
------------------	---------------

Article 29 (Goals of Education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Mission Statement:

At Manor Field School Everybody Matters

Vision Statement:

All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.

Giles Moulden

D&T Lead

Written: December / 2020

Contents:

1. Vision Statement
2. Intent
3. Implementation

4. Assessment - Analysing Impact
5. Monitoring

1. Vision

D&T impacts all our lives everyday and our vision is to empower the children with an understanding of its importance, relevance and context. The Manor Field curriculum develops children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food.

Design and Technology is about providing opportunity for children to use creativity and imagination to design and make products that solve real and relevant problems, considering their own and others' needs and that are fit for a purpose. This process is not always straightforward however, and children will often have to go back a step or two to improve and refine their work and ideas. Making mistakes is a huge part of Design & Technology and integral to learning which is all part of becoming a good designer! Children should also develop skills alongside the design process related to food technology, woodworking, sewing, moving mechanisms and more.

At Manor Field School we believe that all children should be given the opportunity to experience a high quality D&T education that challenges and inspires them at all levels. As a result, we have developed an exciting new Theme based curriculum that enables children to develop their crucial skills in D&T through collaborative working and problem-solving, and knowledge in design, materials, structures, mechanisms and electrical control. They are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise.

2. Intent

- To develop the knowledge, skill and understanding necessary to design, make and evaluate products fit for a purpose.
- To appreciate and understand the importance, relevance and context of D&T in our everyday lives
- To develop a variety of practical skills to work with a wide range of materials, tools and components.
- To become aware of the essential similarities and differences between designing and making in school and in industry.
- To make cross curricular links with an emphasis on STEM enrichment
- To understand and apply the principles of nutrition and learn how to cook.
- To Develop a sense of enjoyment, enthusiasm, resilience and pride in their ability to design and make.

3. Curriculum implementation

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through the D&T curriculum, the children learn a range of skills, concepts, attitudes and methods of working.

The D&T curriculum is split up into five strands:

- Design
- Make
- Evaluate
- Technical Knowledge
- Cooking and Nutrition

Early Years

Design and Technology is taught in the Early Years through Expressive Arts and Design. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Key Stage 1

During KS1, 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 whilst working through a range of relevant contexts.

- Cooking and Nutrition. Children will do simple activities such as Cut, peel or grate ingredients safely and hygienically with new skills such as simple weighing using measuring cups or electronic scales and then assembling them to form a simple recipe, eg making soup.
- Technical Knowledge. Children build structures, exploring how they can be made stronger, stiffer and more stable and explore and use mechanisms eg, make simple toy cars with wheels and axles that can move/roll if pushed and bridge building.
- Design. Children design purposeful, functional, appealing products for themselves and other users based on design criteria eg, designing bunting.
- Make. Children select from and use a range of tools and equipment to perform practical tasks. They select from and use a wide range of materials and components, including construction materials, textiles and ingredients eg making *strong* bunting.
- Evaluate. Children compare and contrast from ideas in class and with real products. They look at their design against the design criteria eg comparing their car design to others in class & the design brief.

More information about how the D&T Curriculum is taught and progresses can be found in the 'Design and Technology Curriculum Coverage' document (see website.)

Key Stage 2

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 whilst experiencing a range of relevant contexts.

- **Cooking and Nutrition.** Children will show progress by moving from assembling ingredients to understanding the concept of seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. An endpoint activity will include making healthy pizzas with seasonal produce, for example.
- **Design.** Children will 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 showing progression by moving from simple sketches to annotated and exploded diagrams eg, designing powered moon buggies
- **Make.** Children will demonstrate progress by selecting and using a wider range of tools and equipment to perform practical tasks eg using glue guns independently.
- **Evaluate.** Children will demonstrate progress by moving from comparing their work with the design brief to understanding how key events and individuals in design and technology have helped shape the world as a means to evaluating their design/ product.
- **Technical Knowledge.** Children will demonstrate a range of technical skills with increasing complexity to show progress, such as using hacksaws with wood blocks to make a chassis, using electrical components of varying complexity and using mechanical systems in their products, such as steering linkages and gears in vehicles.

More information about how the D&T Curriculum is taught and progresses can be found in the 'Design and Technology Curriculum Coverage' document (see website.)

4. D&T curriculum planning

At Manor Field Primary school we have launched a new theme based curriculum which encompasses D&T and aims to engage and excite all of our learners. Each year the children will be immersed in different themes and these will allow the teaching of D&T to have a child friendly context, a clear purpose as well as allowing for other cross curricular learning opportunities.

To ensure continuity and progression for all of our pupils the curriculum is carefully organised from the Early Years to Year 6 and enables the pupils' knowledge and understanding of D&T to develop. We have introduced a new D&T skills progression document to ensure full coverage of the curriculum and each time an objective is revisited there is an increase in complexity and level of challenge. Each objective has been mapped across the 5 different D&T based strands of 'Design, Make, Evaluate, Technical Knowledge, and Cooking and Nutrition'.

5. Enrichment

At Manor Field School, the children have many opportunities to enrich their D&T learning, through cross curricular STEM activities eg, Science Week and participation in extracurricular activities such as the KS2 weekly art & DT club, the Primary Engineers leaders award and the Burgess Hill academy DT club.

6. Monitoring

The subject is led by the D&T lead ensuring skills are met across the year groups and the learning is appropriate. Medium Term planning is designed by class teachers and help and support is offered by the Subject Lead where necessary.

Monitoring takes place regularly through sampling children's work, teacher planning and unit displays. Subject portfolios contain the key documents for each subject, and contains evidence of their implementation across the school.

Ends