

Design & Technology at Badsley

Overall Rationale

At Badsley Primary, pupils are encouraged to explore all aspects of Design and Technology by being exposed to a variety of different materials, tools and equipment across EYFS, KS1 and KS2. We are committed to providing a safe environment where children can be creative, reflective, know that it is acceptable and normal to make mistakes and learn from and alongside their peers. All of our Design and Technology projects are hands-on, developing practical skills for life that are transferrable to other areas. We ensure that children understand all safety aspects involved in a task and allow them to demonstrate their new skills independently. During designing, making and evaluating, the children learn from their own mistakes, problem solve and learn about resilience. We encourage team work of different abilities and allow children to discover their own potential, strengths and those of others.

Content and Sequencing

Pupils at Badsley learn through the process of investigate, practise, design, make and evaluate. The five strands that are covered several times throughout their Badsley journey are as follows: textiles, structures, electrical systems, mechanisms/mechanical structures, food and nutrition. Each time learners meet a strand, previous learning is taken into account and recalled, and new learning takes them through the next steps. Food and nutrition is taught above and beyond expected coverage and curriculum requirements – the decision to do this was taken because of the locality of the school in an area of deprivation and to increase and embed/reinforce children's knowledge and practicality of healthy eating.

Evidence is collected in an individual exercise book for each child. Photographs are taken of various stages.

Meeting the needs of all Learners

The majority of Design and Technology making lessons are taught with pupils working in pairs or small teams. Adaptive teaching is considered for all learners so they can actively participate, with thought also given to children who find working with others difficult or challenging.

Self-assessment and clear reflection on what went well and what they would do different next time features at the end of each project.

Key Concepts

Textiles
Structures
Electrical systems
Mechanisms/Mechanical systems
Food and nutrition

Investigate, practise, design, make and evaluate.

EYFS

EYFS children learn how to use scissors, ways to join materials - gluesticks and PVA glue, Sellotape – names and characteristics of materials, small and large materials and structures, every day. They learn DT skills through play, building, choosing, outdoor activities, drawing and designing, explaining, having a scribe, how things are made, decorating biscuits, tasting food and talking about what they are making or creating, all the while building the groundwork for their DT knowledge.

Links to Other Subjects

Science – healthy eating/food groups, electricity
Maths – measuring, estimating, calculating
Art – designing
Geography – where food comes from
Speaking & listening – conversations, making decisions, explaining

Retrieval Practice

- Knowledge, skills and vocabulary are identified within lesson
- Recall of previous learning of concept starts off each project.
- Low stakes quizzes used to develop long-term memory.
 - Knowledge organisers provided for each project

Assessment and Outcomes

Outcomes will look different according to the abilities of the children, but is always regarded with the success of demonstrating the skills required.
Skills are assessed for each project.

Subject Leader Responsibility

The subject leader has ensured that knowledge organisers have been created for each project and that the content follows the strands and meets the needs of the national curriculum.
Assessed project updates are monitored and evidence collected through photographs, pupil voice and book scrutiny.