

## **Burrowmoor Primary School Design and Technology Policy**

**Date of policy: June 2020**

**Review of policy: June 2022**

**Responsibility of: Emily Mynott**

### **Intent**

At Burrowmoor Primary School the children receive a design and technology curriculum which allows them to exercise their creativity through designing and making. The children are taught to combine their designing and making skills with knowledge and understanding in order to confidently design and make a product.

### **Aims**

At Burrowmoor Primary School we:

- Complete tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design
- Make high-quality prototypes and products for a wide range of users, critique, evaluate and test their own ideas and products and the work of others
- Understand and apply the principles of nutrition within food preparation and cooking

### **Implementation**

Pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of relevant contexts, for example, the home and school, gardens and playgrounds, the local community and the wider environment. When designing and making, pupils will be taught to:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms for example, levers, sliders, wheels and axles, in their products

- Understand and use electrical systems in their products for example, series circuits incorporating switches, bulbs, buzzers and motors
- Apply their understanding of computing to program, monitor and control their products.

### **Cooking and nutrition**

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

#### **Key stage 1**

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

#### **Key stage 2**

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### **Impact**

The intended impact of the DT curriculum is that the majority of children in each year group are working at or above the expected level for their age. Teachers will assess children against key objectives from the DT curriculum. In addition, it is the intended impact that the children;

- Are inspired by the DT curriculum and want to learn more
- Show the progression in their skills, knowledge and understanding in their work
- Can discuss their learning and remember what they have learned
- Can identify some key designers and talk about the impact that their work has had on the world