



PROUD to be **FOREFIELD:** Passion, Respect,
Opportunity, Unique, Determined



Subject Leader Report: Design Technology

Design and technology is a valued part of the curriculum at Forefield Junior School inspiring children through its practical elements. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on other areas of the curriculum such as mathematics, science, engineering, computing and art.

Design and Technology aims to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. -Build and apply a wealth of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of uses.
- Allow pupils to critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

	Autumn Term	Spring Term	Summer Term
Year 3	Hedgehog Craft Skills: <ul style="list-style-type: none">• Cutting & Sticking• Hanging Decorations Puppets	Photo Frames	
Year 4	Cams & Levers (Diwali)	Food Technology: <ul style="list-style-type: none">• Pizzas	Pneumatics: <ul style="list-style-type: none">• Iron Giant Creation
Year 5	Slippers		Food Technology: <ul style="list-style-type: none">• Fruit Cocktails• Guacamole
Year 6	Mechanisms: <ul style="list-style-type: none">• Lego		Controllable Vehicles

In addition to the curriculum, our Pupil Guarantee aims to ensure that **every** child finds their passion through:

- Regular experiences of the Arts - *on stage, as an audience and as an artist/musician, enjoying a range of styles and influences;*

- Encountering a variety of sporting activities - *competing at individual and team level, and pursuing this interest beyond the school or just for fun;*
- Developing a curiosity about the world around them - *through science, nature or learning about other cultures, and discovering a sense of wonder;*
- Making healthy lifestyle choices - *knowing how to eat well, exercise and promote their own well-being;*
- Extending their learning through visits and visitors - *opening their eyes to the world beyond the school walls, culminating in a residential visit to Ambleside in Year 6.*

From each experience, pupils can gain the strength to know that it is OK to be different and to encourage and appreciate the success of their friends.

British Values

Our Design Technology lessons are an ideal opportunity to reinforce the British Values of: Democracy, Law, Liberty, Mutual Respect and Tolerance.

Democracy

The children must take the views and opinions into account but still have the right to make their own choices.

To take turns both in speech and practically with others.

To understand that it is not always possible or right to have their own way and understand the value of compromise.

The rule of law

To understand the importance of safety rules when using tools.

To understand and accept that if these rules are not followed that there are consequences to this.

Individual liberty

To understand that there are able to listen to others but can use their own ideas and design choices when making a product.

To accept that others ideas may not be the same as their own but are able to accept this.

Mutual Respect

To listen to and consider the ideas and opinions of others even if they differ from your own.

To be able to take turns during discussions to resolve difficulties or make decisions.

To offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener.

Tolerance

To tolerate ideas from others that are different to their own.

To understand that many great design ideas originate from the cultures.

Assessment

This year we have continued a skills-based termly assessment system linked to our Design Technology curriculum. All teachers assess pupils against key objectives in Autumn, Spring and Summer. From work and projects completed, class discussions and careful questioning, teachers decide if pupils are

working below/at/or above Age Related Expectations. The Subject Leader then collates the data to look for successes and areas to develop. This has implications for refining topics and purchasing new resources. An example of the Design Technology Objectives for Year 4 is provided below:

A Year 4 Designer:

- I can use ideas from other people when I am designing.
- I can produce a plan and explain it.
- I can evaluate and suggest improvements for my design.
- I can evaluate products for both their purpose/appearance.
- I can explain how I have improved my original design.
- I can present a product in an interesting way.
- I can measure accurately.
- I am determined and adapt my work when my original ideas don't work.
- I know how to be hygienic and safe when using food.

Changes during the academic year

Returning food topics as part of the curriculum (following the pandemic) was part of last academic year. Year 4 pupils made their own pizzas in school (instead of going to Pizza Express) allowing them to think more about a balanced selection of toppings to add to their pizza. Previously at Pizza Express, everyone made the same pizza so this has allowed more individuality for everyone's own personal preference.

In Year 5, changes were made once again to the sewing project, changing from face masks to phone cases. This has allowed pupils to make a product that may be more useful for them to use at home and modernises the previous slipper project more.

Pupil Voice/Book Scrutiny

Pupil voice feedback tells me that pupils enjoy their D&T lessons. There are a variety of projects in most classes. Children preferred to make their own products so they could take them home rather than working in a group to complete a task. Pupils also stated they would like to have more topics involving food technology.

From scrutinising books, there is progress in the quality and quantity of work. Evaluations are more detailed (Year 3 mark out of five compared to Year 5/6 where there is clearer reflection on the success of their project - what went well/what would you change next time?).

Next steps

- Continue to look at developing topics taught in DT across school - alternating to 'modernise' topics more.
- Continue to support staff in teaching of subject and the stages to work through.
- To sign up to a scheme of work that provides a clear subject progression map of skills.

Photos

Year 4 Pizzas



Year 4 Pneumatic systems (moving monsters)



Year 3 - Hedgehogs



Year 5 sewing (Phone Cases)

