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| Design and Food Technology Non-negotiables 2023/24 |  |
| Systems and practices |
| 1. DFT should be taught for a minimum of 1 hour every week or the equivalent to this. DFT should be taught for one half term in each termly period (to be alternated with art).
2. Units should consist of either one mechanism unit, one food technology unit and one structure unit. Children will have one textiles unit in KS1, LKS2 and UKS2.
3. Each new unit should have a cover sheet with the year group, term and a design brief giving the unit a ***user*** and ***purpose***.
4. The first page of the unit should be a knowledge builder sheet. Children will use this to build up a bank of vocabulary including word they already know and words they have learnt. This will be used as an AoL.
5. Each piece of work must be clearly dated and have a learning objective.
6. Children’s books should show a development or progression of skills across each unit of work; these skills should then be applied to a final design model.
7. Children should have opportunities to research and explore previous models already available; including careers or famous names in this field (UKS2).
8. Final design models which are too large to be stuck into books should be photographed and stuck into sketchbooks and/or displayed where possible.
9. All final products should be discussed and evaluated by the child and/or their peers. This should include reflections of **do they think their product was a success? What skills were used/practised? New vocabulary acquired? Did their product fit the original design brief?**
10. Children should have access to and be encouraged to explore with a range of different materials and skills.
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| A completed unit of art at Shavington will look like: |
| * **Session 1** – Design brief – Purpose and user - why are we making it and who is it for? Quiz A and pre-learning vocab.
* **Session 2 -** Exploration and evaluation of a range of existing products; including; possible careers and famous names in this field (KS2)
* **Session 3 –** Designing own product (to include considerations of equipment and materials/ingredients).
* **Session 4/5** – Make the product - Evidence or photos of this and final product in sketch
* books.
* **Session 5/6** – Quiz B and any added vocab. Evaluation.
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| What should be on display/available within each year group: |
|  Displays |  General Resources |
| * Each year group to display one piece of work on a corridor display to be changed each term. ***This must show some evidence of the build-up of skills and key vocab as well final pieces.***
 | * Variety of sculpture materials – paper, card, tape, glue, masking tape, newspaper, wire etc.
* Variety of mechanism materials – dowels, wheels, axels, string, cardboard etc
* Food prep materials – Safety knives, chopping boards, bowls etc
* Glue guns
* Sewing equipment – needles thread etc
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