



*'Loving God in all we do'*

## DT POLICY (2024)

### Intent

This document reflects St. Anne's values and philosophy in relation to teaching and learning of Design Technology with Cooking and Nutrition.

### Aims

- To encourage the natural abilities that every child possesses in Design Technology.
- To promote enjoyment in all design activities.
- To identify a sense of purpose, achievement and fulfilment through the children's own ideas.
- To develop the children's knowledge of materials by allowing them to experiment freely and to show them how to use materials sensibly and safely.
- Develop an increasing appreciation, knowledge and understanding of the contribution of designers and craftspeople across different cultures, past and present.
- Understand the role of design in real life situations and explore situations where their designs could be used.
- Express ideas and feelings through imaginative creation in both two and three dimensions.
- Develop an appropriate vocabulary to help them understand, discuss and evaluate their own work, and that of others.
- Develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.
- To encourage the careful and economic use of equipment and materials.
- Develop problem solving skills, so that children have the confidence to tackle any issues they may come across, when completing their design.

### Implementation

Design & Technology with Cooking and Nutrition provides an opportunity for children to express their creativity and individuality and expand their understanding of our world. Children are encouraged to draw upon knowledge and skills from other areas of our curriculum, including but not limited to, Mathematics, Science and Art. To ensure that every child has the opportunity to showcase their abilities, our DT topics are carefully planned to link to our Whole School Curriculum. There is clear skills progression between each year group, building upon prior knowledge to ensure that our children can learn, practice and master new skills. At the end of the design process children are given opportunity to evaluate their own work and the work of others in order to reflect on their achievements and discuss what they could do differently next time.

### Guidelines of expectations throughout the school

#### Whole School:

Class Teachers follow the 'Teams' planning documents for each D.T. topic to ensure key skills are taught and built upon each year.

#### EYFS

- Evidence of children's work in D.T. will be kept in a 'floor book'. This will include examples of work and or photographs along with a brief outline of the activity, objectives covered and D.T. skills explored.

### **KS1 and KS2:**

- Children's 'Wider Curriculum' books are used to document D.T. lessons that take place throughout the year to show the progression prior to reaching their final piece. Each piece of work will be labelled with the lessons Learning Objective.
- A photograph of the final design will be added to the Wider curriculum book at the end of the topic accompanied by a learning objective, date and marked success criteria, to give clarity on the child's achievements.
- The children's evaluation of their final design will also be added to the Wider Curriculum book.

### **Impact**

By the end of KS1 most children will be able to;

- Explore how things work
- Evaluate existing products and be inspired by these products
- Safely use a variety of tools, materials and ingredients
- Evaluate their own work and talk about the work of others
- Talk about the design process
- Understand the concept of a 'Healthy Diet'
- Design and create simple mechanisms with sliders & levers; wheels & axles
- Build structures out of different materials
- Celebrate their own achievements

By the end of KS2, building on what they have already learnt, most children should be able to:

- Use research to explore a wide range of different products
- Choose and use appropriate tools, materials and ingredients from a wide range
- Evaluate, critique and celebrate their own work and the work of others
- Consider the views of others as well as their design brief when evaluating their own work
- Explain their personal design process using key vocabulary
- Describe the components of a 'Healthy Diet' including seasonal produce
- Design and build mechanical and electrical systems using levers & linkages; pulleys & gears
- Describe how key events and individuals in D&T have helped shape the world as we know it.

The policy will be reviewed on a regular basis. The school leadership team will monitor Design Technology as part of their monitoring of standards across school.