Design and Technology at St Bartholomew's

Our Christian Vision

Believe **A**chieve **R**espect **T**ogether **S**ucceed

B – We **believe** we will flourish in God's family.

A – We know that everyone in St Bart's can **achieve**.

R – We **respect** everyone in our family.

T – **Together** we support and help each other.

S – As part of God's family we support everybody to **succeed**.

Safeguarding

St Bartholomew's C of E Primary school is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

Importance of DT

In the DT curriculum, which became statutory in September 2014, the following changes were made to DT delivery:

- The focus of mouldable materials is now a major part of the curriculum in both key stages.
- There in now more emphasis on computing in the DT curriculum.
- Textiles also play a major part across the school.
- In DT, a greater time is given to developing ideas and prototypes.
- The design cycle has become more explicit and now more emphasis is placed on regular evaluations.
- The seasonality of fruit and vegetables and the production and processing food consumption.

Aims for teaching and learning in DT

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils will all follow the same steps to complete their projects. The will firstly decide on a design brief. They will then complete an inventor study or do some project research. Next they will learn the skills necessary to make the final

piece. Then they will design the product, make the product and finally evaluate the product. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impacts on daily life and the wider world. High-quality design and technology education makes and essential contribution to the creativity, culture, wealth and well-being of the nation.

Teaching and Curriculum Delivery

All children will have the opportunity 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 repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- 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.

Teaching and Learning in DT.

1. There should be adequate balance between imparting knowledge and develop skills.
2. There should be an adequate balance between designing, making and evaluating.
3. There should be a wide variety of using and developing communicative and ICT skills and techniques.
4. An emphasis should be made on technical knowledge with children having the opportunity to: apply their understanding of how to strengthen, stiffen and reinforce more complex structures, understand and use mechanical systems in their products, understanding and use electrical systems in their products.
5. Children should be taught how to work through an iterative process, not a linear design, make and evaluate.

Assessment

Each class is given a scrap book. Examples of each stage of the project will be stuck into the floor book with written explanations. Teachers will assess the children through the use of Sonar and sticky knowledge content taken from the key skills document.

Equal Opportunities

Where particular pupils have learning and assessment requirements which must be addressed in order to overcome barriers to learning, for example as a result of disability, or linked to the pupils progress in learning English as an additional language, teachers will take account of these requirements by:

- Making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities.
- Where, because of visual or multi-sensory impairment or mobility difficulties, pupils are unable to gain incidental learning of the wider world, teachers will help pupils to observe and gain understanding about everyday technology around us.

Differentiation and special needs

The use of an enquiry based approach means that pupils are able to work at their own level. The varied products of DT work mean that pupils with abilities in different areas will be able to achieve in this subject.

The role of the Coordinator

Preparing policy documents, curriculum plans, schemes of work etc. for the subject. Encouraging staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for children at different stages of development and which enable children to progress in the subject. Book scrutiny and lesson drop in's, as well as conducting pupil and staff voice surveys.

Health and Safety

It is the class teacher's responsibility to ensure that they recognise and assess the potential hazards and risks to themselves and to others when delivering the DT curriculum. They should take any necessary actions to control these risks and report any foreseen dangers or accidents to the subject coordinator. (See DT guidelines)

Enrichment

Every year group will have at least one enrichment opportunity within their three DT projects. This can range from a fire engine visiting the school, to a challenge set by the local museum.

Reviewed – October 2023

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