

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

Design and Technology Curriculum Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: 24th April 2024

Review Date: April 2027

Signed: Chair of Governors: Mrs R Davies

Date: 24th April 2024

Our Vision

To promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning.

At Whinmoor St Paul's Primary School we believe that every child is a unique child of God and lives in a world that God has made.

Our Aims are to...

- Provide a safe, happy and nurturing environment where every child can achieve their full potential
- Provide a curriculum which is knowledge-rich, wide, progressive, purposeful & connects to our community & the world we live in
- Enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually, and morally in order to enable him/her to achieve their potential
- Develop attitudes which will be positively helpful to the individual child, the whole school and to society in general, valuing all faiths and cultures
- To build strong relationships with the local community, our city and the wider world

And to do all this as a caring community based on strong Christian values.

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Curriculum aims and objectives

'Design and Technology is an inspiring, rigorous and practical subject.'

(NC KS1 & 2 framework document Sept 2013)

Using the Programmes of Study from the National Curriculum, our aim is 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.

School Policy and the National Curriculum:

Design and Technology is a foundation subject in the National Curriculum.

At KS1 and KS2 teachers use the National Curriculum to plan and prepare a balanced and broadly based curriculum which will allow children opportunities to use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts.

They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. They will also learn how to take risks, become resourceful, innovative, enterprising and capable citizens.

To achieve the above children will be given opportunities for:

- Open ended tasks which can have a variety of responses.
- Activities which reflect the children's own ideas, experiences, needs and problems.

- Linking Design and Technology to other areas of the curriculum e.g. English, Maths, Art, Music Geography and History.
- Individual, group and whole class activities and creations.

Planning and Organisation

Class teachers are responsible for the planning and delivery of Design Technology lessons. This is taught once a term, alternating with Art. Teachers can use Twinkl and Planbee schemes to guide them with their planning.

The Design Technology lead has given LTP to teachers as well as a progression plan of the skills to be taught.

We intend for pupils to become familiar with the process of experimentation and skills development. Pupils understand what a quality end product will look like through exposure to, and analysis of, a 'WAGOLL' provided by the teacher.

In the Early Years

Teachers of the Foundation Stage base their teaching on the objectives determined in the Foundation Stage Framework for Early Years.

This ensures that they are working towards the 'Early Learning Goals for Creative Development under the umbrella of 'Creative Arts and Design'.

The goals involve independent and guided exploration of, and engagement of a widening range of media and materials; finding out about and working with colour, texture, shape, space and form in two and three dimensions.

Key Stage 1

We use the National Curriculum programme of study as the basis for our curriculum planning for Design and Technology in Key Stage 1 to ensure full coverage of the subject in our planning.

Pupils should be taught:

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

Key Stage 2

We use the National Curriculum programme of study as the basis for our curriculum planning for Design and Technology in Key Stage 2 to ensure full coverage of the subject in our planning.

Pupils should be taught:

- Use research and develop design criteria to inform the design of an innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design technology have helped shape the world.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products.
- Understand and use electrical systems in their products.
- Apply their understanding of computing to program, monitor and control their products.
- 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.

Differentiation is incorporated into the lessons in a variety of ways:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning for individuals and groups of children.

Recording of Children's Work

Evidence is recorded in a folder under heading from the National Curriculum:

- Product Knowledge
- Design
- Make
- Evaluate

The recording of children's work in Design and Technology can be through the following forms:

- DT plans, diagrams, products and evaluations
- Photographic evidence of the DT work created and the process of making it.

These are used to inform teachers whether the child is demonstrating the expected level of achievement in Design and Technology for their particular year group.

Monitoring and Evaluation

Design Technology is monitored continuously and recorded on Target Tracker twice a year, as in accordance with non-core subjects at WSP. The Subject Leader will observe lessons through regular drop ins across the school to ascertain the depth of the children's learning. Regular scrutiny of folders is completed to assess progression through the school and within the individual's own learning journey. Pupil voice is also recorded regularly, so teachers are able to adapt planning and take on board children's comments and their own learning journey throughout the school. At WSP, children have access to a range of extra-curricular clubs which allow them to develop their skills in Design Technology, in particular healthy eating and cooking.

This policy will be reviewed again by the Governors and DT coordinator by April 2027