



## New Mills Primary School Design and Technology Policy

Updated February 2023

### Intent of Design Technology at New Mills Primary School

At New Mills Primary School, we plan a Design Technology curriculum which is inspiring, rigorous, and practical. We want our pupils to use creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We intend for all pupils to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum. It is our aim to create strong cross curricular links with other subjects, such as Mathematics, Science, Computing, and Art. We want Design and Technology to prepare our pupils, to give them the opportunities, responsibilities, skills and experiences they need to be successful in later life.

### Implementation and organisation of Design Technology in EYFS

Design technology is taught within the 'expressive arts and design' area of learning. The early learning goals for Expressive arts and design indicate what pupils should know, understand and be able to do by the end of Reception class. This learning is delivered through high quality design and technology, enabling pupils to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, using what they have learnt about media and materials in original ways and thinking about uses and purposes.

### Implementation and organisation of Design Technology in KS1 and KS2

At New Mills Primary School, we believe that Design and Technology is a crucial part of the school curriculum and we are dedicated to the delivery of high-quality sessions. A well thought out, whole school, yearly overview of the DT curriculum allows for skill and knowledge progression across year groups in all areas of DT (textiles, mechanisms, structures, food). Each year group will access three D.T. topics a year, and the curriculum is designed so that key concepts are revisited year on year to consolidate pupil understanding.

### Planning, Teaching and Learning

Teachers use **Curriculum Maestro** to help with the delivery, sequencing and coverage of National Curriculum objectives in lessons. The structure of a taught unit follows this process in every year group:

- Investigative and evaluative activities (**engage**)
- Focussed tasks where pupils are taught specific technical knowledge, designing and making skills (**develop**)
- Planning, designing and making (**innovate**)
- Evaluating (**express**)

Knowledge organisers are used to provide the pupils with the appropriate vocabulary and skills required for their topic.

### Cross Curricular Links

Design Technology links concepts from within different subjects to give them a meaning in a wider context. Art, ICT, geography, history, literacy and numeracy all link to different lessons. For example, costing up a recipe (Numeracy), Designing a product (Art) and writing an evaluation (Literacy).

### Inclusion/ SEN

No pupils are excluded from DT. We ensure all pupils take part in activities and where required, activities may be adapted, differentiated or supported by a member of staff to suit individual needs.

### Cultural capital and enrichment

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

In DT, Cultural Capital can be gained in many ways;

- From the study of differing cultures and artists both internationally and locally.
- Opportunities to create art from a wide range of topics including local, national, and international issues
- Knowledge of local and international artists
- Creating a link to the 'self' - becoming you.
- Encouraging a curiosity about the world.

Within DT planning and teaching, our teachers ensure they provide opportunities to promote the following: -

**Spiritual development:** Through helping pupils to recognise their own creativity and the creativity of others. Art supports spiritual development by introducing children to the work of great artists and fosters awe and wonder at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.

**Moral development:** Through helping pupils to reflect how DT affects the environment, so that they can make informed choices when planning and creating. Children have to act sensitively to others, showing an awareness of how they can be a critical friend and offer constructive criticism without being offensive.

**Social development:** Through helping pupils to recognise the need to consider the views of others when discussing creative ideas, and by working on collaborative projects, making the most of different strengths and interests within a team. Discussion about what the artist is trying to portray and their opinions on the artwork are actively encouraged, in an atmosphere whereby children mutually respect and value each other's opinions.

**Cultural development:** Through exploring DT's contribution to the quality of life within different cultures, and through valuing and reflecting on the responses of people from other cultures towards DT. The subject supports cultural development work by enabling children to study art involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.

**Mental Health:** Through being able to recognise, acknowledge and express their own thoughts and feeling through their DT work in a safe environment. It can be used to help manage behaviours, process feelings, reduce stress and anxiety and increase self-esteem. It can act as a tool to help relieve emotion or stress.

### **Food and Nutrition**

As part of their work with food, pupils should be taught how to cook and apply the main principles of nutrition and healthy eating. Instilling a love of cooking in pupils is vital and will give them a crucial life skill that enables pupils to feed themselves and others affordably, and well. Each year group has one of their three Design Technology projects based on food preparation.

## **EYFS**

There are many opportunities for pupils to prepare healthy snacks, selecting the ingredients they wish to use. They are encouraged to consider taste, texture and colour. Under careful supervision, they are taught how to handle and use appropriate tools.

## **KS1**

Pupils will learn the principles of a healthy, varied diet and will be able to recognise where different foods come from. They will learn to use appropriate kitchen tools correctly and safely under supervision and will be able to prepare food.

## **KS2**

Pupils will understand and apply the principles of a healthy and varied diet. They will prepare and cook a variety of dishes using a range of cooking techniques. They will understand seasonality and will know where and how a variety of ingredients are grown, reared, caught and processed. Pupils will be able to use a range of kitchen tools with increasing independence and accuracy.

## **Assessment**

Photographic evidence, examples of children's work and design/evaluation materials are an essential record of an individual child's experiences and ideas. Throughout the year and key stage these will be used as evidence for assessment and reporting purposes.

Teachers can also obtain assessment evidence by direct observation of children at work, by questioning pupils or listening to their conversations.

Using the children's work, photographic evidence and observations in lessons, teachers will then assess children for each unit on track. At the end of each academic year, teachers will also indicate whether a child is working at, above or below age-related expectations.

## **Health and safety**

Teaching Design and Technology presents both an exciting and challenging experience. Teachers ensure the classroom continues to be a safe and secure environment when the pupils are using various tools and equipment in lessons.

Teachers assess the risks of using tools and equipment, and can quickly determine how best to minimise, remove, or control such risks. All pupils will be taught how to correctly handle the tools and equipment they will need to use during the different DT topics prior to use. Pupils will always be supervised when using sharp equipment such as knives and saws. Pupils will always wash their hands thoroughly before any food preparation or handling of food.

### **Impact**

Our Design and Technology curriculum enables and encourages our pupils to become critical thinkers. They look at existing designs and assess the effectiveness of products and then they consider ways of redesigning and reconstructing it to meet a design brief. As pupils progress through the school, they learn to take risks and become resourceful, innovative, independent, and enterprising individuals. Pupils learn to be passionate and excited by the designing and making of products including working with, preparing and tasting food. Learning is assessed through the analysis of the pupil's ability to evaluate, design, make and improve their own work.

### **Governing Body**

Progress reports are made and meetings are held with the DT link governor throughout the year.

### **Role of the Subject Leader**

The subject co-ordinator has the responsibility to take a lead in developing DT further across the school. They will monitor the effectiveness of teaching and learning and will ensure resources are available for the topics taught. All teachers are responsible for monitoring standards in DT but the co-ordinator, under the direction of the headteacher, takes a lead in this.