Design and Technology at Morley Primary School

Intent Statement

By the end of Year 6, our children will have gained experience and skills associated with a wide range of the elements of design and concepts of technology in a way that will have enhanced their learning opportunities, enabled them to use design and technology across a range of subjects to be creative and solve problems.

Our children will have been taught Design and Technology in a way that ensures progression of skills, and follows a sequence that builds on previous learning.

Our children will have been encouraged to 'learn to think' creatively to solve practical problems both as individuals and through teamwork.

The children will have also be given opportunities to explore, reflect upon and evaluate past and present design technology and will have been encouraged to become problem solvers.

Implementation: Scheme

The Design and Technology curriculum has been adapted from the Kapow Design and Technology scheme. Each design unit completed is linked to the topic being covered by the class at the time of teaching.

The Design and Technology scheme has been broken down into these key strands; design, make, evaluate and technical knowledge. A progression document has been designed by us to show the progression by year group for each of the strands.

Implementation: Planning

The planning for all year groups is divided into six areas: cooking and nutrition, mechanisms, electrical systems, digital world, structures and textiles. Through each of these areas run the four strands: design, make, evaluate and technical knowledge.

Design and Technology lessons are taught in each class for three half terms each year.

Implementation: Resources

The children are encouraged to help prepare and tidy away resources at the start and end of lessons and learn how to care for them. They will be taught the necessary safety rules when handling tools.

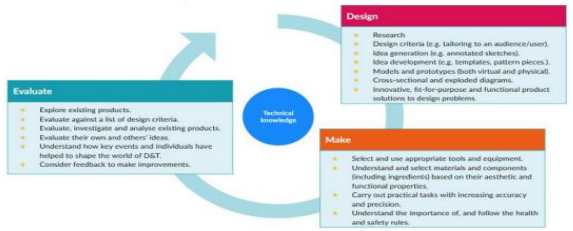
Implementation: Three Pillars

Within each topic, important **vocabulary** is explicitly taught, and children are expected to be able to use this vocabulary when designing, making and evaluating.

Where possible, local links are made by exploring local landmarks, engineers or craft makers as a stimulus for children's design work.

Implementation: Unit Sequence

All units follow the same lessons sequence:



Implementation: Pedagogy

To become effective designers, children should learn and secure the substantive knowledge – both practical and theoretical.

Units on cooking and nutrition are taught ensuring that the children have a growing understanding of where food comes from, its seasonality and the need for a healthy and varied diet.

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Implementation: Environment

Completed products are displayed in school to celebrate the design and making skills that the children have shown and to help them value their own achievements.

Pictures of real-life examples of their products should be displayed as well as their work to ensure that the children always have the opportunity to learn from these designers and discuss their work.

Implementation: Feedback

Verbal feedback is given to the children during the 'design and make' phases of the unit. Skills are modelled clearly and directly to pupils, via the teacher or an on-line video (Kapow).

Children have the opportunity to self-assess during D&T lessons and evaluate and celebrate the work of children in their own class and other classes.

Implementation: How groups are supported

Through quality first teaching, all children should be able to access the D&T curriculum.

Essential knowledge is highlighted at the start of each topic so that teachers know which essential skills need to be focused on for those children with SEND. Skills may need to be adapted for children with SEND.

Impact: Evidence

Children's work in their sketchbooks will provide evidence of their skills progression and their 'final piece'.

These sketchbooks stay with the children throughout school to showcase their progress.

Impact: Assessment

Assessment documents for each year group will be completed at the end of each D&T topic. These will be a *'best fit'* document which will apply to most children in the cohort. If there are any children working below or above the expected outcomes, they will be noted on these documents.

The children will display these skills through their lessons:

I am a Designer	I am a Maker	I am an Evaluator	I am a Chef
			

Impact: Monitoring

D&T is taught my Miss Smith in all classes across school. Planning should be collaborative with the class teacher to ensure coverage of all the necessary D&T skills across the year.

Sketchbooks, slides and evidence will be observed to ensure that D&T is following our progression documents.

Pupil voice undertaken by D&T co-ordinator.