



Subject on a Page for Design Technology

Why you teach it - your purpose of study

At North Clifton, we believe all children have the right to an excellent and rigorous Design and Technology education. We want all our pupils to have the opportunity to express themselves and develop an understanding of themselves and the world around them. We want our core values of respect, responsibility and resilience to be a foundation for our DT curriculum; a respect for the design of others and our own work, developing a responsibility to try anything and do our very best and having the resilience to persevere, even when things get tough. Children will be able to develop their motor skills, language skills, social skills, decision-making, risk-taking, inventiveness and creativity from working together, therefore becoming expert problem solvers. This means they will become increasingly competent, confident and resilient. DT provides challenges for learners at all levels. We customise our curriculum to meet the unique needs of our children providing opportunities for enrichment and enhancement through an intellectually and creative curriculum. Every child is entitled to develop their critical and creative thinking skills, and to build their knowledge and understanding of materials and techniques. We build skills and knowledge through a combination of opportunities for repeated practice and new projects.

What you teach - your programme(s) of study

We believe that high-quality DT lessons will inspire children to think innovatively and develop creative procedural understanding. Children will be introduced to a range of designers, past and present, taking ideas and inspiration from these.

Our DT curriculum focusses around the different strands of mechanisms, materials / structures, textiles and food and nutrition. It is paramount that DT work be purposeful, therefore links are made with other areas of the curriculum to give each outcome a purpose. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In DT, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

How you teach it - your delivery of the above

Medium term plans are created using our detailed progression map to show the creative journey. The children are then given a Design Brief, with either a challenge or a problem to solve. Children are then given a booklet, containing knowledge objectives that they will build on throughout the unit.

Through the use of booklets, teachers and children are able to see what skills and knowledge have been taught previously and build on that progression. A range of other strategies are used to aid knowledge retention, including reference materials: displayed in books, websites and displays. Regular quizzes and questioning also ensure children retain knowledge and see the links between each DT topic.

Displays celebrating the pupil's Design Technology work are produced in classrooms and around school. In our food curriculum, wherever possible, produce is used from our Secret Garden, which the children have planned, prepared, grown and harvested, giving them ownership and a sense of purpose to the outcomes. To ensure breadth and depth of the curriculum, some DT units take place over half a term and others can be much shorter.

SEND

DT teaching should be aspirational yet accessible for all. The DT curriculum at North Clifton is broad and rich, contemporary and diverse. We ensure that we keep art inclusive and accessible to every child.

Questioning is vital and scaffolds are put in place to aid children with SEND. Each strand is very different and requires a varied range of skills – from sewing to cooking to creating pulleys and levers. Children with SEND are scaffolded with support where needed. This may be through teacher support, peer support, extra information or word lists or templates to work on. Children with emotional needs are encouraged through positive reinforcement.

Some DT lessons are more collaborative in order to support SEND, where children work in mixed ability groups. When a written outcome is asked of children, we scaffold what is expected of them so they can show their knowledge and understanding without being impeded by writing. This might mean work is scribed by an adult or another child. Children with SEND can still access the DT curriculum through the speaking and listening and practical activities that go along with a lot of DT-based lessons. Each individual or group should have a different outcome from others in the class. The design brief or task should not be too confining for children, but should be an opportunity to extend their ideas. They can then design freely using the new skills they have acquired. They can make individual products or items that can be reflected upon and evaluated. One way of achieving this is to expand the title of the project or make it a question. The children are able to be creative and also inspired by the use of a design brief.

Cultural Capital

Building experiences and knowledge by immersing children in the world around them is our aim. We watch videos online or investigate designers who have become important in their field / area of interest. We make cross curricular links with a range of subjects, creating Tudor purses in our textile strand to support history when learning about the Tudors and creating Greek inspired pizzas to support our Geography topic – Greece. We also investigate a range of designers throughout PHSE/SMSC curriculum, looking at STEM heroes 'designer of the week'. Through enabling pupils to think about the purpose of designers to all our lives, we will ensure that as children grow they feel entitled to express and better understand themselves and the world in which they live. Through this creative entitlement we help nurture citizens who feel empowered to help shape community and society for the better.

Questioning is used to deepen understanding and to develop a holistic view of the world around them.

Children are encouraged to consider what their favourite part of the project was and why, what the most difficult part was and how they problem solved. If the work is based on a designer (past or present), pupils are encouraged to come up with a question they would ask that artist if they met them.

By using produce planned for and grown in our own Secret Garden, children experience the whole 'field to fork' experience and take ownership of the food and nutrition strand of the curriculum.

So what - your evaluations of the above

Our DT Curriculum is high quality, well thought out and is planned to demonstrate progression.

We believe, through our DT curriculum, children will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will 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. Children will consider audience and purpose by critiquing, evaluating and testing their ideas and products and the work of others. They will become confident in all strands of mechanisms, materials, structures, textiles and food technology, Understanding and applying the principles of nutrition and learning how to cook is something we focus on each term, using a variety of fruit, herbs and vegetables we have planned for and home grown. We feel this will prepare them effectively for life beyond North Clifton.

We measure the impact of our curriculum through: a reflection on standards achieved against the planned outcomes; a celebration of learning for each term which demonstrates progression across the school; and pupil discussions about their learning.