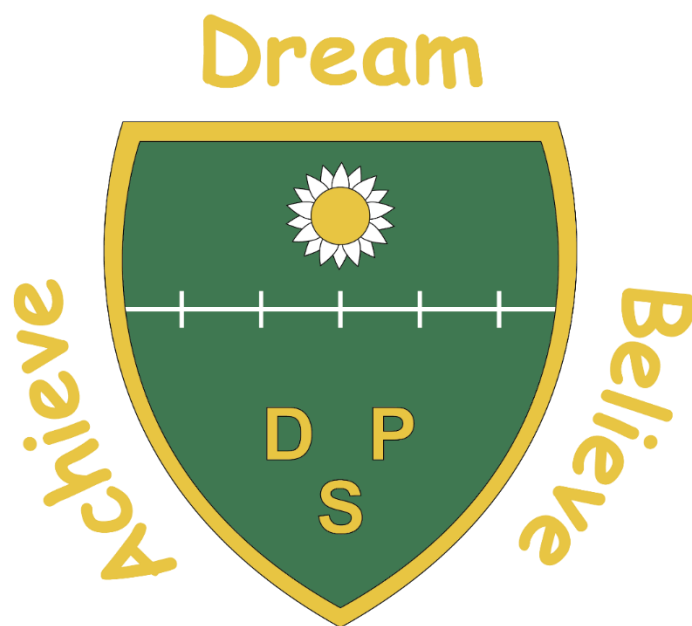


Daisyfield Primary School



Design & Technology Policy

September 2023

Intent

At Daisyfield Primary School, we believe that Design Technology helps children develop as reflective learners as they work through the design process (shown right). Design Technology is also associated with creative thinking, enabling the children to solve problems (for themselves or others) that they are presented with.

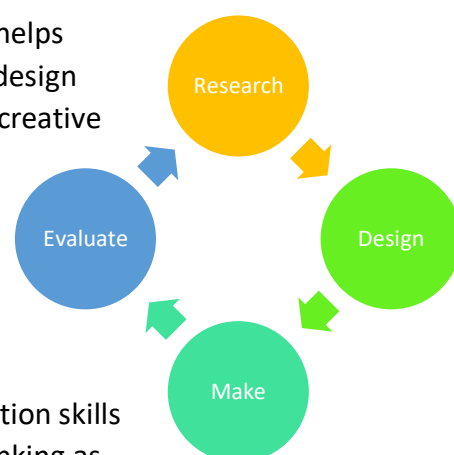
Design Technology will develop children's practical skills and they will have the opportunity to apply these skills to designing and making prototypes and products.

Through Design Technology, pupils will develop their communication skills when they are researching, sharing ideas and explaining their thinking as well as giving feedback to others as part of the evaluation stage of the design process.

Design Technology helps all children to become discriminating and informed consumers and potential innovators. Children will be able to identify some famous designers from a variety of ethnicities and cultural backgrounds, which will inspire the children and allow them to understand that anybody can be a designer.

Design Technology will enable children to understand and apply the principles of nutrition and healthy eating. In addition, it will teach them skills involved with cooking a variety of healthy savoury and sweet dishes.

Children will have an opportunity to take part in several Design Technology projects, creating an end product for a given user, then their work will be assessed against the year group expectations through a combination of self, peer and teacher assessment. These end products will range from textiles, to food, to structures and mechanisms.



Implementation

At Daisyfield Primary School, we aim to make our Design Technology curriculum personal to the pupils in our school, we aim to broaden their horizons through new experiences such as trying new foods, learning about a diverse range of designers and increasing the number of practical elements, which are always well-received and remembered.

We understand the importance of the Early Years Stage and make sure that our work in KS1 builds on the skills the children have gained already (such as using senses to explore the world around us, junk modelling and constructing with a purpose in mind).

Impact

By giving children the opportunity to participate in a range of Design Technology projects, pupils will consolidate skills from previous years (making their learning long-term) and learn new ones, appropriate to the project they are completing.

The children will be able to communicate their ideas and explain their thinking. They will be able to do this through a range of formats including; discussions, diagrams, annotations, computer aided design and cross-sectional drawings.

Design Technology develops pupils' practical skills and techniques, as they apply these to the "Design" and "Make" stages of the design process.

Design Technology will enable children to understand and apply the principles of nutrition and healthy eating. In addition, it will teach them skills involved with cooking a variety of healthy sweet and savoury dishes.

Aims

At Daisyfield Primary School we aim to:

- Develop their communication skills when they are researching, sharing ideas and explaining their thinking as well as giving feedback to others as part of the evaluation stage of the design process.
- Design Technology develops pupils' practical skills and techniques as they apply these to designing and making prototypes and products, including fine and gross motor skills.
- Design Technology will enable children to understand and apply the principles of nutrition and healthy eating. In addition, it will teach them skills involved with cooking a variety of healthy savoury dishes.
- Children will be able to identify some famous designers from a variety of ethnicities and cultural backgrounds which will inspire the children and allow them to understand that anybody can be a designer.

Curriculum

EYFS

- The children will be given the opportunity to make things with a purpose in mind, this is the initial stage of thinking of an "end user" and creating something that suits the needs of this person.
- Design Technology develops pupils' practical skills and techniques as they apply these to the "Design" and "Make" stages of the design process. In EYFS, this is children using simple tools and techniques competently and safely to shape, assemble and join the materials they are using. These skills can be observed as the children play within the provision or through directed sessions, such as the children using scissors.
- Design Technology will begin to introduce the children to the principles of nutrition and healthy eating. In addition, it will teach them skills involved with cooking a variety of healthy savoury and sweet dishes. In EYFS, children have the opportunity to make a variety of dishes, heavily supported by the adults within the unit.

Key Stage 1

- The children will be able to communicate their ideas and explain their thinking. In KS1 they will be able to use drawings and mock-ups (which can be photographed) to convey their ideas, the children will be able to annotate these drawings and pictures using simple words and phrases to convey their ideas and use simple sentences (with support if required) to say what they like and dislike about their products.
- Design Technology develops pupils' practical skills and techniques as they apply these to the "Design" and "Make" stages of the design process. In KS1, children will explore the sensory qualities of materials and use these qualities to select appropriate materials for their project. At the end of KS1, the children will have used a mechanism in one of their products, such as a wheel or sliders, and used tools and materials safely to make their product.
- Design Technology will enable children to understand and apply the principles of nutrition and healthy eating. In addition, it will teach them skills involved with cooking a variety of healthy savoury and sweet dishes. In KS1, they will be able to group familiar food products, explain where food comes from and use the basic principles of a healthy and varied diet to prepare dishes. The key skills they will learn as part of this aim are cutting, peeling, grating and chopping.

Key Stage 2

- The children will be able to communicate their ideas and explain their thinking. In KS2, these diagrams will have more detailed annotations than in KS1. The children will be able to consider the best way to communicate their design ideas using a range of techniques including computer-aided design and prototypes. The children's communication skills will be further developed by involving others in the "Research", "Design" and "Evaluate" stages of the design process as they conduct surveys with others and ask for feedback on their products/provide feedback to others through appropriate methods for their age (e.g. tick sheet, 2*s and a wish).
- Design Technology develops pupils' practical skills and techniques as they apply these to the "Design" and "Make" stages of the design process. By the end of KS2, the children will have further developed these skills further and they will be able to select appropriate tools and techniques for their product. They will be able to understand use electrical or mechanical systems within their products.
- Design Technology will enable children to understand and apply the principles of nutrition and healthy eating. In addition, it will teach them skills involved with cooking a variety of healthy savoury and sweet dishes. In KS2, the children will be able to analyse the taste, smell, text and appearance of a range of foods (savoury). They will be able to follow instructions/recipes and apply the principles of a healthy and varied diet to create a range of savoury dishes. They will use a range of cooking techniques and use measuring devices such as scales and teaspoons to as they prepare their dishes. They will understand what seasonality is and the importance of seasonality in the taste of food as well as the impact on the environment

Children will be able to identify some famous designers from a variety of ethnicities and cultural backgrounds which will inspire the children and allow them to understand that anybody can be a designer.

Assessment

- When completing the “Research”, “Design” and “Evaluate” stages of the design process the children will conduct surveys with others and ask for feedback on their products/provide feedback to others through appropriate methods for their age (e.g. tick sheet, 2*s and a wish).
- Teachers are to assess the children’s work against the Daisyfield Skills for the appropriate Year group and the National Curriculum Objectives.
- Each product produced at the end of a DT topic is to be assessed on its functionality and if it fulfils the purpose it was designed for.

Special Educational Needs

Design Technology should be made accessible to all children where appropriate, this could be through support or through differentiation of the task. Please refer to the SEN policy for more information.

More Able and Talented

At Daisyfield we identify our More Able and Talented children using our Daisyfield Assessments. We outline those working ‘Above’ given objectives. We meet the needs of these children by planning for specific questioning opportunities which require Higher Order Thinking Skills.

In Design Technology we have identified 5 characteristics of the most able which are as follows:

- The children are able to display high-quality making, and precise practical skills (relative to their age).
- The children demonstrate different ways of working or different approaches to an issue.
- The children are capable of identifying potential design solutions to problems, that are highly original and innovative.
- The children are prepared to try out different ideas and modify their designs to improve outcomes and solve problems.
- The children can work comfortably in contexts beyond their own experience and empathise with users’ and clients’ needs and wants.

Monitoring

- Moderation from the Subject Leader will take place through a series of book scrutinies and from observations of DT lessons/products.

Review date: September 2024