

DT Policy

Introduction

DT is a foundation subject in the National Curriculum. This policy outlines the intent of DT at Ellingham and implementation is the responsibility of all teaching staff, overseen by the co-ordinator.

Intent

At Ellingham Primary School we want to encourage children to take risks, leading their own learning while gathering and applying feedback from their mistakes. In DT the children are actively and frequently encouraged to critique, evaluate and test their own ideas through the use of a range of resources applied to a plethora of unique challenges.

We want children to be increasingly informed about the wider world, especially in recognising the rapidity of change and development, the need for future creative thinking and the ability to adapt to problems. We are mindful that a good portion of our children will go on to have jobs that have yet to be invented. We thus use the DT curriculum as an opportunity to promote this 'outside the box' thinking approach to problem solving.

We will continue to strive for improvements to our literacy and numeracy curriculum, but do so in the knowledge that this can be enhanced by a creative approach to the promotion of the wider curriculum. There are countless opportunities for a focus text, for example, to lend itself to a DT project or for the study of angles, measuring and shape while building a model.

Whole School Overview - Units

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Baking bear biscuits	Moving animal puppets.		Is it possible to make a waterproof house?		
2		Design and build model houses from 1666 Bread-making				Make planter from recycled goods – relate to growing
3		Pop up cards		Pandora's box - sketching, collage, textiles	Cookery (package free)	
4	Carnival masks		Egyptian jewellery			TBC - Relating to topic – water cycles & rivers (use either gears/pulleys/cams/leavers/linkages)
5		Viking village - weave clothing (Anni Albers)		Bird box		Healthy meal using seasonal produce
6	Designing and constructing electrical board games	Anderson shelters				Party food – food which is enticing, but balanced in terms of nutritional composition – link to Leavers' party

Knowledge and Skills Progression Below:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	<ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research 	<ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts 	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing 	<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs 	<ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail • Use results of investigations, information sources, including ICT when developing design ideas 	<ul style="list-style-type: none"> • Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques
Working with tools, equipment, materials and components to make quality products (inc-food)	<ul style="list-style-type: none"> • Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools eg scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product 	<ul style="list-style-type: none"> • Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • Cut, shape and join fabric to make a simple garment. Use basic sewing techniques • Follow safe procedures for food safety and hygiene • Choose and use appropriate finishing techniques 	<ul style="list-style-type: none"> • Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Measure, tape or pin, cut and join fabric with some accuracy • Demonstrate hygienic food preparation and storage • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT 	<ul style="list-style-type: none"> • Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Sew using a range of different stitches, weave and knit • Measure, tape or pin, cut and join fabric with some accuracy • Use simple graphical communication techniques 	<ul style="list-style-type: none"> • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (lime, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens • Cut and join with accuracy to ensure a good-quality finish to the product 	<ul style="list-style-type: none"> • Select appropriate tools, materials, components and techniques • Assemble components make working models • Use tools safely and accurately • Construct products using permanent joining techniques • Make modifications as they go along • Pin, sew and stitch materials together create a product • Achieve a quality product
Evaluating processes and products	<ul style="list-style-type: none"> • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it 	<ul style="list-style-type: none"> • Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them 	<ul style="list-style-type: none"> • Evaluate their product against original design criteria e.g. how well it meets its intended purpose • Disassemble and evaluate familiar products 	<ul style="list-style-type: none"> • Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests 	<ul style="list-style-type: none"> • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved

Planning, assessment and monitoring

Work in Design and Technology may be assessed through judgements of recorded work but a large proportion of assessment is involved with practical application and language development involving discussion, description and explanation skills. Evidence may be seen in sketchbooks, on 2-D displays and most commonly through 3-D models and photographs of children's work. It is the class teacher's responsibility to assess and report the children's performance at the end of the academic year.

Through the delivery of the KS1 and KS2 Design Technology National Curriculum we must ensure we have equipped pupils with the skills and knowledge that will enable them to be ready for the Key Stage 3 curriculum and on the path to life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about DT, therefore have a greater understanding of themselves and others and be encouraged to undertake new life experiences, now and in the future.

Additional Information

Children should be given suitable instruction on the operation of all equipment before being allowed to work with it. Children should be strictly supervised in their use of equipment at all times. Adult to child ratio must be appropriate to the activity e.g. closer supervision on activities such as use of a glue gun or wood saw. Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Trip information coming soon

Arts week to be planned into the calendar