



Design Technology Policy May 2015

Philosophy

At Cherry Tree Primary School we believe that we should provide a Design Technology curriculum which will enable each child to reach their full potential in learning in Design Technology, through investigating and making, research and the development of skills and their evaluation of their own products and those made by others.

Aims

In teaching Design Technology we aim to:

- Allow pupils to record their responses to experience, imagination, and observations of the natural and made environment. Encouraging the development of imagination, creativity and personal expression by using resources and materials to design and make objects.
- Explore and use a variety of tools and technologies and work in a variety of scales.
- Develop their design and manufacturing abilities by allowing them to acquire practical competences while working with materials and components.
- Apply their mathematical and scientific skills by measuring, predicting and fair testing as part of the design and recording processes.
- Ensure that the children understand how to investigate, assemble and disassemble, and to evaluate simple objects.
- Review and modify their work as it progresses.
- Develop an understanding of the work of designers and the use of materials from a range of times and cultures and apply this to their work.
- Respond to and evaluate designs, including their own work and the work of others.

Planning

- Class teachers will plan their work in relationship to the themed work they are undertaking.
- Class teachers will ensure their teaching develops an understanding of the use of the 24 Design Technology objectives shown in the 2014 Curriculum and listed below.
- Class teachers will ensure through planning that children are able to gain knowledge and understanding of a range of materials, a variety of components, mechanisms and simple control systems, structures, existing products and quality issues while all associated health and safety matters are accommodated.
- Class teachers will ensure they set clear, achievable, yet challenging goals for all pupils. Design Technology activities will take account of the children's previous experience in the subject and Class Teachers will ensure they plan with the pupils' abilities, experiences and interests in mind.



Assessment and reporting

- Class teachers will make continuous assessments and use these to inform future planning.
- Parents will have the opportunity to discuss their child's progress at consultation evenings.
- Pupils' progress will be reported in the end of year report.

Monitoring

- The Subject Leader will monitor teachers' planning, assessments, work books, displays, will conduct lessons observation or learning walks and conduct pupil interviews to ensure that there is no significant omission or unnecessary repetition of subject coverage.
- The Subject Leader will review and audit Design Technology resources.
- The Policy will be reviewed annually to reflect curriculum changes.

Health and safety

- Pupils will be actively encouraged to take responsibility for their own safety and also that of others.
- All Design Technology resources are evaluated to ensure they meet the safety requirements of the C.O.S.H.H. regulations.
- Class teachers must be aware of safe practice when using equipment.
- Any staff who are cooking with classes must have Level 2 in Food Handling.

Equality and Diversity

All pupils will have the same access to art /design technology regardless of their gender, race or cultural background. The curriculum and activities provided will be differentiated, in accordance to the needs and abilities of each pupil, through: task, outcome, pupil groups, additional support and equipment.

ICT

Where possible, pupils will have the opportunity to use ICT to support their learning in Design Technology.

Curriculum Objectives

KS1

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology



Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical Knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

KS2

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]



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- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

