



Design Technology

Aims and Objectives

Design and technology helps to prepare children for the developing world. The subject encourages children to become creative problem solvers, both as individuals and as part of a team. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetics. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

Teaching and Learning

At Honington CEVCP School we follow the 'Design, Make, Evaluate' approach to the teaching of DT, as outlined in the National Curriculum Programmes of Study document. The technical skills which we teach encompass the following areas: Construction, Mechanisms, Textiles and Food and Nutrition. We feel that the teaching of Food and Nutrition is a great importance and holds great relevance in current times. By the end of each key stage children will have reached the expectations of the National Curriculum.

During DT sessions, children are encouraged to be inquisitive about the way products work. We encourage both asking and answering questions in order to deepen children's understanding of product and product design. They will research to inform their designs and, as they move up through the school, will be encouraged to draw detailed designs and make prototypes in order to refine their designs before creating their final piece. Whilst making their products, staff will guide them through the technical skills they will require, modelling good practice and highlighting safety considerations with the children. Through the evaluation stage of our 'Plan, Make, Evaluate' approach, children are encouraged to reflect upon their final products, considering how they could have altered their design or techniques to impact the overall appearance and functionality of their product.

Assessment and Recording

DT learning is recorded in class books and will typically evidence all three stages (Plan, Make and Evaluate). Due to the practical nature of design and technology, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record.

Teachers assess children's knowledge, understanding and skills in Design and Technology by making observations of the children working during lessons. Children will receive feedback in order to aid progress in the subject. Children are also encouraged to be critical of their own work for example using self-assessment and peer assessment. Foundation subjects will be assessed by class teachers using Insight, showing children's attainment and progress. Leaders then analyse this data and provide feedback to the teachers in order to inform and improve future practice.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, mixed ability grouping and talk partners to enable

children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

Spiritual, moral, social and cultural development and British Values

Collaborative work in DT develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people – and their views – are equally important. Children are encouraged to work in a democratic way, exercising the ‘give and take’ required for successful teamwork.