South Hill Primary School – DT overview

School vision

All pupils at South Hill flourish through a nurturing environment, which builds confidence and resilience and a lifelong love of learning

Design & Technology vision

To develop pupils' skills and technical knowledge in designing, making and evaluating through cooking and nutrition, textiles, materials and construction.

Intent

At South Hill, we follow the National Curriculum for DT and use 'The Learning Challenge Curriculum' (The Weave) for our progression of skills and knowledge across the school.

Our intent is to deliver a Design and Technology curriculum which:

- **Develops a sound understanding of the investigate, design, create and evaluate process of DT, and allows children to make an authentic final project**
- **Enables children to think and talk about how things work, and to draw and model their product/ ideas.**
- **Encourages pupils to select appropriate tools and techniques for making a product whilst following safety procedures.**
- **Fosters an enjoyment, satisfaction and purpose in designing and making.**

The sequence for our Design and Technology topics, showing our progression of skills and knowledge throughout the school, are mapped out in our:

- **Design and Technology long term plan**
- **Design and Technology action plan**
- **Design and Technology Knowledge organisers**
- **Design and Technology progression document**
- **Design and Technology Subject policy**

Through our teaching of Design and Technology, we want all of our children to develop a mastery of the following skills:

- **Developing, planning and communicating ideas**
- **Working with tools, equipment, materials and components to make quality products**
- **Evaluating processes and product**
- **Food and nutrition**

Implementation

In the EYFS, the building blocks to Design and Technology are taught through 'Physical Development' and 'Expressive Arts and Design.'

In Key stage 1 and Key Stage 2, pupils develop the knowledge, understanding and skills needed to engage in an interactive process of designing and making. All teaching of DT should follow the **investigate, design, create and evaluate** and technical knowledge cycle and all of these stages should be given equal weight and attention.

Teaching and learning sequence for Design and Technology

Inspire/ Cultural capital

- Hook/ inspiration lesson to immerse the children in their new topic or to end a topic and to promote a love of learning and love of Design and Technology itself
- Find out what the children already know about the subject from previous projects and how this links to what they will need to be able to do for their next project assessing what skills they will need for the design and make task

Fieldwork/ Enquiry

- To encourage children to be curious and want to question and find out information about an existing product to help and inform their own decisions when planning and before making a product

Clear learning journey

- A clear learning journey (Knowledge organisers), from EYFS to Year 6, where skills and knowledge and build upon continually
- Revisit learning regularly to ensure children can make links between different topics covered and so they can commit this to their long term memory

Application

- Mastery curriculum where pupils deepen and develop their understanding
- Pupils acquire skills and knowledge to understand, present, analyse and communicate a range of information

In every lesson, teachers will:

- **Ensure lessons are accessible for all pupils**
- **Promote British values**
- **Use regular 'Assessment for learning'**
- **Create a rich vocabulary environment**

Impact

Pupils will be assessed by teacher's reviewing skills and knowledge taught from the NC and Weave. This will be recorded termly using our 'Foundation assessment tracker'

Pupils will have developed the knowledge and skills to become confident at understanding how the technology within products works(research), and how to transfer this technology across design, to create products of the highest quality, safely and with pride and finally to evaluate what they have made.

Pupil's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the National Curriculum but to prepare them to become competent technologists and designers throughout their education and lives.

The impact of the Design and Technology curriculum will be evidenced through continuous and effective monitoring by the subject leader and SLT, through:

- **Action plan**
- **Learning walks**
- **Pupil voice**
- **Staff voice**
- **Parent voice**
- **Lesson studies**
- **Book scrutiny**
- **Effective planning**