



### **DT Intent**

At Neville's Cross we value Design & Technology as a practical subject, through which children enjoy the process of creating and become more confident, realistic problem solvers. It is our intent that children engage in designing and making products for real, yet age appropriate, purposes across all year groups.

The process of investigating, designing, making and ongoing evaluation is absolutely central to our Design & Technology. Our projects and teaching explicitly nurture and scaffold progress in this 'designing and making' process. Consequently, our Design & Technology is presented in projects and each project initiated with a 'design brief'. It is from here children explore and investigate options, practise practical skills, gain specific knowledge and vocabulary, develop ideas for design, plan and then make things. Children evaluate and refine their ideas and techniques throughout this process and again with the end product. They are encouraged to keep the 'design brief' clearly in mind and to consider potential users of the things they make.

The projects are organised in a two-year roll, carefully planned to visit and revisit a range of key materials, develop specific practical skills and the related technical vocabulary, build knowledge of safety, hygiene, a healthy diet, materials and techniques, as well as push forward skills and attitudes inherent in the 'designing and making' process. We believe that Design & Technology, particularly the cyclic process of 'designing and making,' nurtures personal qualities useful in other subjects and in life: imagination, organisation, reflection and resilience. It also applies and deepens knowledge and skills from many other subject areas so lends itself to being rooted in contexts brought from other subjects. Consequently, many of our projects begin with design briefs founded in History, Geography and Science.

### **Introduction**

As a subject Design Technology helps children to reflect upon pros and cons and express reasoned opinions and preferences. Design Technology also encourages children to become more aware of how everyday products are designed and made. They can begin to evaluate products' aesthetic, functional, social and environmental impact, growing into more informed consumers and potential innovators later in life.

### **Aims**

The aims of Design Technology in our school are:

- To foster imaginative thinking and creativity.
- To nurture resilience and persistence, viewing 'setbacks' as an inevitable part of the learning process and simply signposting opportunities for adaptations.
- To enable talking about preferences, opinions, pros and cons, changes of plan and reasons in a calm, informed and constructive way.
- To develop the use of specific design and technical vocabulary.
- To engage in the cycle of designing, evaluating, making, evaluating.
- To foster enjoyment, satisfaction and purpose while designing and making.
- To give opportunity to learn to prepare, combine, cook, taste and evaluate food.
- To develop understanding of healthy and unhealthy food choices.
- To acquire a range of valuable practical skills and use these safely with a range of materials.
- To select appropriate tools, materials and techniques for designing and making a product.
- To increase awareness of the role of design in everyday life products and begin to evaluate some of these products effectiveness and impact.



## Neville's Cross Primary School and Nursery – Design and Technology Policy

### **Curriculum**

Children will undertake design and technology activities each term. Design and Technology lessons will involve a combination of whole class, group and individual teaching. Children will start working individually and, as they progress, will increasingly work as part of a team as well as individually.

In the Early Years children will experience self-chosen and taught activities that develop their making and designing skills. This is within Expressive Arts and Design predominantly, but also uses skills inherent in Communication and Language, Personal, Social and Emotional Development, Physical Development, Maths, Literacy and the World as well.

In Key Stage 1 and Key Stage 2 the Design Technology long term plans are rooted in the KS1 and KS2 National Curriculum. The cycle of 'design, make, evaluate' detailed in the National Curriculum is a central defining feature of good Design Technology. Each of the Design Technology projects organisation should reflect this at an appropriate level. The technical knowledge and skills summarised in the National Curriculum and its emphasis on cooking, food and nutrition are reflected in our Design Technology long term plan and in the balance of activities the children undertake.

### **Progression and Continuity**

Our school's Design Technology long term plan and guidance aims to ensure that children use an appropriate breadth of materials in EYFS, KS1, LKS2, UKS2 and that these are revisited later with greater skill and expectation. Our long term plan specifies the practical skills and techniques that children will practise and apply in each project. It is organised to facilitate progress in practical skills and techniques as well as in design skills as a child moves through school. Our progression document shows 'expected' practical and design skills for each year group.

### **Assessment**

Assessments will be based upon teacher observation and will be made at the end of a termly project. The end-of-project expectation summary provides broad descriptions of achievement within each project. This, and the progression document, will be used to note if a child's attainment and progress are at expected levels, emerging or exceeding.

### **Equal Opportunities**

The school's aim is to provide for all children to enjoy and achieve in Design Technology, regardless of gender, social and cultural background, disability, special need or talent. Work will be planned so that all children can take part in lessons fully and effectively.

### **Health and Safety**

Staff will model and teach the safe use of tools and equipment and insist on good practice in all Design Technology activities. Children will be taught how to take steps to control risks and will be strictly supervised in their use of equipment. Glue guns, saws and cookers will only be used under direct supervision. Bench hooks and clamps must be used when sawing any material, along with safety goggles.

Staff will model and teach good food hygiene. Children and staff will wash hands and undertake other essential hygiene activities prior and during food preparation. Aprons, specifically for cooking, will be worn. Equipment will be washed in hot soapy water, dried and hygienically stored.