

# Our Lady Star of the Sea Catholic Primary School

## Design Technology Policy 2022

### Mission Statements

*“You are precious in my eyes”-Isaiah 43*

- *Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in partnership between home, school, parish and community.*
- *Our school aims to create a happy, ordered environment where all members feel secure, valued and respect each other.*
- *Our school aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels.*

### **CURRICULUM INTENT**

Design technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of context, considering their own and others needs, wants and values. The children will draw on other subjects to support this subject including: mathematics, science, computing, engineering and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design technology, they develop a critical understanding of its impact on daily life and the wider world. Children recognise the contribution design technology makes to our well-being, culture and creativity.

We believe that a design technology curriculum which inspires and fires the imagination is the entitlement of all children. Our aims in teaching design technology include the following.

- ◇ Provide children with the opportunity to explore design. To consider purpose, functionality and appeal—thinking critically.
- ◇ Use research and development criteria to inform design - aiming to make it innovative, functional and appealing. All design is aimed at a particular individual or group.
- ◇ Create opportunities for design generation. Communicating ideas through talking, drawing/ templates/ pattern pieces, mock-up/prototypes and when appropriate computer aided design.
- ◇ Develop making skills learning to use a selection of tools over their primary careers and then selecting from a range of tool, materials (construction, textiles and ingredients) and components during the making process— considering the materials functionality and aesthetic.
- ◇ Evaluate their own ideas and products against design criteria and consider the views of others so improvements can be made.
- ◇ Recognise how key individuals and key events in design and technology have shaped the world
- ◇ To become creative problem solvers as individuals and members of a team. To gain the ability to criticise constructively and evaluate their own products and those of others.
- ◇ To prepare the children for living in a multi-cultural society by teaching consideration for other culture which will be both important and beneficial.

- ◇ Develop technical know –how. Understand how to strengthen, stiffen and reinforce more complex structures. Use mechanical systems in their products, for example gears, pulleys, cams, levers and linkages (see science curriculum Year 5). Understand electrical systems in their products. Apply their understanding of control technology to program and control their product.
- ◇ Instil a love of cooking– know that cooking is one of the great expressions of human creativity. Apply the principles of nutrition and healthy eating.
- ◇ Understand where food comes from, what seasonality is.

### **IMPLEMENTATION:**

Alongside art and design, design technology is mainly taught in our dedicated “create room” to deliver DT lessons (small groups of 15). Resources for design technology are managed and cared for in this space. Children understand how to use this room and the equipment to support the design process at every stage. Working alongside the class teachers Mrs Curtis manages and delivers many of the design and technology lessons. She is a trained chef and has designed and delivers our food technology lessons from Reception to Year 6. During the summer term the children work in groups of 15 to cook. The design technology lessons are planned to support the children as they gain specific skills- using more complex tools as they move through the years. Cross curricular links are essential for this topic to make the designing process contextual and purposeful. As a result, the lessons coincide with other work in class. For example, Year 1 visit the farm in geography during their food tech sessions and Year 3 design buzzer games after studying electricity in science. Once the context and design criteria are understood the children are taken through the following stages: design (evaluate), make, evaluate. Because Mrs Curtis is the art teacher many aspects of design and structure are revisited and reinforced. Please see each class curriculum overview (class pages on website) to see how links are made to the wider curriculum for every class and the design technology overview for the progression of skills.

### **Assessment for learning (AFL)**

AFL is at the heart of learning and teaching throughout Our Lady’s. Mrs Curtis skilfully asks open questions and challenges children to quantify answers and to give examples. Children are encouraged to be open and share observations and understanding with their learning partners and with the class. The children’s responses are used to inform future planning. Oral feedback and further questioning is a feature of all lessons especially during the evaluative stage of the design process. Marking in design technology is positive and responsive in nature. Mrs Curtis will ask children to self evaluate work, peer mark and respond to any comments made in their sketchbooks.

### **Special educational needs**

Within design technology lessons all children receive equal opportunities.

IEP targets may indicate the need to change or modify a task. When children show deep curiosity and take their own learning forward, challenges are set, but these are not exclusive and all children are challenged to think deeper. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.

### **Review**

This design technology policy will be reviewed by the teaching staff the curriculum leader and members of the senior leadership team.

Date for next review of this document Feb 2023