



1. Curriculum Intent

Design and 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 contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

2. Aims and Objectives

Our aims and objectives are drawn from Kapow Primary DT.

- To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- To critique, evaluate and test their ideas and products and the work of others
- To encourage children to select appropriate tools and investigate different techniques for making a product, whilst following safe procedures
- To begin to understand about the characteristics of different materials and the use of simple mechanisms
- To understand and apply the principles of nutrition and learn how to cook
- To acquire and develop designing and making skills; working with confidence in a stimulating, educational environment.

3. Teaching and Learning

In addition to the practice outlined in the Teaching and Learning Policy, at Glynwood Primary we use a variety of teaching and learning styles in our design and technology lessons making them as active and practical as possible. DT should be taught across all year groups with a minimum of one project per term. DT is discreetly taught through Glynwood's Topic lesson.

Pupils should learn how to draw on a developing repertoire of skills and knowledge, which will include:

- Learning how to work independently and collaboratively
- Developing, planning and communicating ideas
- Improving skills
- Select tools, equipment, materials and components to make quality products
- Evaluating processes and products
- Developing knowledge and understanding of materials and components
- Learning the importance of health and safety
- Specific practical skills lesson

Where appropriate the design and technology curriculum is delivered through topic work, as part of an integrated approach to learning, and through links to other subjects (including literacy, ICT and numeracy). We recognise that all classes have children with widely differing design and technology abilities. We provide suitably challenging learning opportunities for them by differentiating the task, the resources available, the time given and by providing additional support and extension where necessary, enabling WTS, EXS and GDS through the Kapow Primary planning.

4. Curriculum – Planning and Practice

In Glynwood we use ‘Kapow Primary’ for design and technology. We have adapted the scheme to reflect the local circumstances of the school and our intention to enhance the development of the children’s key skills. DT is taught discreetly within Topic lessons and is usually linked to a Topic for that half term. We have ensured cross curricular links are made wherever relevant and have built planned progression into the scheme of work so that the children are increasingly challenged as they move up through Glynwood. Our curriculum planning is in three phases (long term, medium term and short term). Our LTP maps the design and technology topics studied in each term.

5. Foundation Stage

We teach design technology in the Nursery and Reception classes as an integral part of the topic work carried out during the year. We relate the design technology aspects of the children’s work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. Design technology makes a significant contribution to the ELGs for ‘Expressive Arts and Design’ and also some aspects of ‘Physical Development’.

In the Early Years, the children always have access to model making equipment, ‘The Creation Station’ and ‘The Malleable Area’ as part of continuous provision with specific enhancement activities planned within topics as detailed in the Reception MTP.

6. Key Stage 1

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Mechanisms: Moving Story book (Linked to English)	Christmas Decoration (Linked to Topic)		Textiles: Famous Person Puppet (Linked to Topic)		Structures: Windmills (Linked to Topic)
2	Mechanisms: Moving Vehicles (Linked to Topic)	Christmas Decoration		Textiles: Pouches (Linked to Topic)		Structures: Bridges (Linked to Topic)

7. Key Stage 2

3	Textiles: Cushions (Linked to Topic)		Structures: Pyramids (Linked to Topic)		Mechanisms: Pneumatic Bird Toys (Linked to Topic)
4	Mechanisms: Slingshot Cars		Structures: Houses (Linked to English)		Electrical Systems: Torches (Linked to Science)
5	Mechanisms: Pop-up Book (Linked to Topic)		Structures: Bridges (Linked to Topic)		Textiles: Waistcoats (Linked to Topic)
6	Electrical Systems: Electronic Greetings Cards (Linked to Science)		Mechanisms: Automata Frames (Linked to Topic)		Structures: Playground

In Key Stage 1 and 2 design and technology is predominantly linked to topics apart from some discrete skills based lessons. It is taught in concentrated blocks alongside other subjects to form cross curricular links.

Each year group also completes a course of forest school whereby they learn a range of skills including; den making, fire making and maintaining the school garden. In addition to this we have 2 Cookery Clubs. Several year groups go on educational visits in the local areas and some DT activities i.e. Year 1 attended a trip to Beamish where they complete a carousel of activities including making biscuits and lavender bags.

8. Cookery

At Glynwood we have a specially equipped Cookery room which is available for staff to use in lessons and clubs. Some cookery lessons take place within classroom depending on what is required within the lessons. Staff follow the DT risk assessment which is available in the cookery room for lesson.

9. Individual Needs and Inclusion

At Glynwood design and technology is an important part of the school curriculum and it is taught to all children, whatever their ability. We set high expectations and provide learning opportunities that enable all children to make progress. We challenge the children to achieve objectives and key indicators. In addition to this we modify, as necessary, the MTPs to provide children working below or above these key indicators with appropriately challenging work, overcoming potential barriers to learning. We have an increasingly large number of children with English as an additional language and as such we modify our teaching to meet their needs.

10. Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and is carried out in accordance with Glynwood's Assessment Policy. In KS1 provision is made on the design and technology MTP for Assessment for Learning and Assessment of Learning opportunities. In design and technology, the children are assessed against Glynwood's key indicators drawn from Frog assessment. Teachers annotate their planning and make judgements as to whether children are at a WTS, EXS or GDS for the objective being studied. Subject Co-ordinators are responsible for evaluating and analysing the outcomes indicated on the subject performance trackers (which are completed termly by the teaching staff). An end of year report summarises each child's progress and is shared with parents. In EYFS judgements are made each term against the 17 ELGs and are reported annually to parents and the local authority. Selected pieces of design and technology work are collated and presented in the subject co-ordinator's file. Class teachers keep the children's design and technology work in topic books.

11. Marking

Marking is carried out in accordance with the Glynwood's Marking Policy. Feedback to pupils should be provided on their attainment against the objective and key indicator. Pupils are encouraged to improve their own performance through the school marking policy. Marking also takes place within the lesson to ensure child can make improvements as they go.

10. Staffing

In Glynwood the design and technology curriculum is implemented by the class teacher under the guidance of the design and technology co-ordinator using the resources available.

11. Resources

Equipment such as; Tools, and wood are kept in the DT cupboard in the Deputy Head's Office. Other resources which are related to projects usually within a member of staff cupboard. If resources are not available in school, the Design Technology coordinator/ class teacher can request resources from the school office.

12. Equal Opportunities

Our design and technology teaching is in accordance with our policy on equal opportunities in Glynwood.

13. Health and Safety

When teaching design and technology, health and safety issues will be taken into account according to the school's Health and Safety Policy and Procedures for Educational Visits.

14. Monitoring, Review and Evaluation

Monitoring the teaching and learning in design and technology is the responsibility of the design and technology co-ordinator, the class teacher and the senior management team. The work of the co-ordinator also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject and providing a strategic lead and direction for the subject in Glynwood. A subject co-ordinator action plan is raised and reviewed annually.

The design and technology co-ordinator meets regularly with the EYFS, KS1 and 2-year group teachers to discuss the implementation of the new curriculum and to track pupil's progress.

This policy was compiled by Mr Thomas Lyon, Design and Technology Co-ordinator, November 2018.

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