



## Woodfield Primary School DT Rationale

### Intent

At Woodfield Primary, we want all our children to see themselves as young designers. We want them to thoroughly enjoy their DT lessons, where their imagination has no limits, and they have the aspiration to be architects, chefs, graphic designers or mechanics. Therefore, Design and Technology is taught in a way that ensures a progression of skills following a clear sequence which builds on previous learning.

Our children will gain experience and skills in formal components of design and concepts of technology in a way that will enhance learning opportunities. This can be used across a range of subjects ensuring they make progress and apply learnt skills and knowledge. We want them to understand the role DT plays in the wider world and how some designs can last forever whereas others evolve and change to suit the modern world.

We also recognise that local employers rely heavily on high quality education and training to ensure that employees have the skills needed, now and in the future. It is STEM (Science, Technology, Engineering, and Mathematics) Plymouth's vision that, by 2031, Plymouth will be a thriving, innovative international ocean city with STEM opportunities driving the region's growth and productivity. We recognise the importance of our contribution to this.

### Implementation

In the Early Years, Design and Technology is taught through the area of Expressive Arts and Design. This is split into two aspects:

- 1) Creating with materials
- 2) Being imaginative and expressive

These two areas of learning overlap and feed into each other. EAD is an important outlet for imagination, thoughts and ideas, but in addition EAD links with many other areas of the curriculum in beneficial ways. We deliver the curriculum through continuous provision and focused skills sessions. Our pupils have daily opportunities to explore and experiment with a wide range of media and materials. We support and encourage them to be creative, and experiment with different resources to create outcomes of their own choice. We directly teach children the skills and techniques that they need, so that they can then independently use these in their own creations. We foster the love of the creative arts and value our children's work.

As pupils enter KS1 and KS2, we cover, at a minimum, the National Curriculum, following the LAT long term plans, with objectives across each year group and to provide a 'spiral curriculum' where skills and knowledge are revisited.

Content is always carefully situated within existing schemas. Every unit considers the prior knowledge that is prerequisite for that unit and builds on that knowledge to develop a deeper understanding of that concept.

For Years 1 to 6, National Curriculum objectives are taught through the key concepts of Structures, Mechanisms, Cooking & Nutrition, Textiles and Electrical Systems across the three terms. The intent of our DT curriculum is to develop creative, enterprising, problem solving, analytical thinkers,

	<p>therefore Design and Technology is taught in all year groups at least once a term, which includes one term focusing on Food Technology. Disciplinary knowledge is explicitly taught to pupils and carefully sequenced to ensure pupils are provided with opportunities to practice these skills throughout the curriculum.</p> <p>In Key Stage 1, the children learn to design purposeful, functional and appealing products that are based on design criteria. They will build upon their knowledge and skills of joining materials as well as develop their use of tools to cut, shape, join and finish materials. They will learn to evaluate a product and suggest how it could be improved to be stronger, stiffer and more stable. They will also learn to cook simple food.</p> <p>In Key Stage 2, the children will continue to develop their knowledge and skills, as well as learn to design purposeful products that are aimed at particular individuals or groups. They will develop their ideas through detailed planning, evaluating product design, observational drawings and making prototypes. They will learn how to use technical joining techniques and make products using a wide variety of tools, equipment, materials and components. In addition to this, they will design and cook food with an emphasis on savoury dishes.</p> <p>We want the children to talk and think like a designer, using the vocabulary to match, so Oracy plays a key part in lessons.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Impact</b></p>	<p>Our children will leave education equipped with the skills needed to fully contribute to society. The impact of our DT provision ensures that children know more, understand more and can do more.</p> <p>We assess the impact in DT in different ways. There are opportunities for formative assessment in the lessons, and teachers continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content. Progress is tracked visually and through dialogue. Children are observed carefully during lessons to see if objectives have been met and where further support is needed. Oracy is encouraged so that children can share their thoughts and opinions about DT lessons and how they feel they have progressed. Children produce work through practical learning and their final piece (at least one during Autumn, Spring and Summer) is used to track progression of specific skills. This progress is monitored and reviewed, and then used to inform further curriculum developments so that any necessary adaptations can be made.</p> <p>Our children enjoy and value Design Technology and know the purpose of making, creating and Learning.</p>