

Airedale Infant School

'Ambition, Bravery, Respect

Design & Technology Policy

Version	Date
Last reviewed	July 2021
Next reviewed	July 2022
Owner	Subject Leader/SLT
Approver	Academy Council

Our rationale

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

At Airedale Infant School we plan the topics that prepare children to take part in the development of tomorrow's rapidly changing world. Creative thinking enables children to make positive changes to their quality of life. DT encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It helps them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

Aims: Intent

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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 critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

Curriculum and Subject Content: Implementation

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Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Food Technology

- Use basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

DT Curriculum Map 21-22

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Year 1		Design and make a vehicle		Toy box model		Food Technology
Year 2	Reusable rubbish projects	3D Box Model-London Buildings	Sliders			Moving Vehicle

Resources

Our school has a wide range of resources to support the teaching of design and technology across the school.

Health and safety

In this subject, the general teaching requirement for health and safety applies. We teach children how to follow the relevant procedures for food safety and hygiene.

Monitoring and Evaluation: Impact

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside planning scrutinies. This enables the design and technology leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in design and technology across school.

Assessment

Assessment in design and technology is based upon knowledge and understanding. At Airedale Infant School we use a range of assessment materials to ensure that children are making appropriate progress, including assessment tasks, observations and experiments. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.

Assessment should:

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

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The National Curriculum has no prescribed assessment for geography. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work take place as well teacher assessment. Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Infant School strive to ensure that our children reach their full potential in design and technology and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupils progress. The school design and technology coordinator monitors progress through the school by sampling children's work at regular intervals.

Reviewed: September 2021
To review June 2022