'Growing and maturing in our learning journey'

Design and Technology

'They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do.' Psalms 1:3

Intent

WE AIM TO PROVIDE OUR CHILDREN WITH THE OPPORTUNITY TO USE THEIR IMAGINATION TO DESIGN AND MAKE PRODUCTS WITHIN A VARIETY OF CONTEXTS, TO PROVIDE MOTIVATION AND MEANING TO THEIR LEARNING.

Implementation

IT IS A ***JOURNEY*** NOT A DESTINATION. IT PROVIDES THE OPPORTUNITY TO SUCCEED IN AN AREA WHICH IS MORE PRACTICAL WITHOUT DILUTING THE EXPECTATION OF CRITICAL THINKING. THE END PRODUCT IS NOT THE KEY DRIVER FOR DT AT SPETISBURY; IT IS THE LEARNING AND PROGRESS IN SKILLS ACHIEVED DURING THE PROCESS.

Impact

CHILDREN WILL DEVELOP SKILLS OF RESILIENCE, PERSEVERANCE, COLLABORATION AND REFLECTIVE THINKING. CHILDREN WILL HAVE CLEAR ENJOYMENT AND CONFIDENCE IN DESIGN AND TECHNOLOGY THAT THEY WILL THEN APPLY TO OTHER AREAS OF THE CURRICULUM.

Intent

When planning and teaching DT at Spetisbury, we believe it should provide children with a real-life context for learning. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a life purpose and provide opportunities to design, learn technical skills, problem solve and evaluate.

We want it to be creative and practical and provide children with the chance to problem solve and develop their own creative ideas as individuals and as part of a team. We aim to provide our children with the opportunity to use their imagination to design and make products within a variety of contexts, to provide motivation and meaning to their learning.

Through hands-on, practical experiences we aim for children to leave Year 6 with some knowledge and skills of DT which will inspire children to be chefs, engineers, sculptures, carpenters, designers and architects. We recognise the important role of DT in preparing our children with skills for life which will enable them to be creative individuals as they become Active Learners, Active Leaders and Active Citizens.

Implementation

We deliver DT through Planbee schemes of work as they complement our learning approach and ensure a build up of knowledge across the school. Design and Technology is a subject that can often be taught without depth or connectivity. The aim is not merely to produce an end product but to develop the skills and knowledge along the way. It is a *journey* not a destination. It provides the opportunity to succeed in an area which is more practical without diluting the expectation of critical thinking. The end product is not the key driver for DT at Spetisbury; it is the learning and progress in skills achieved during the process.

We want to ensure that teachers have everything they need to deliver a rich and meaningful curriculum and that children recognise connectivity with every layer of their learning.

For every topic, the scheme provides a step-by-step approach for both teacher and pupil. It offers simplicity yet depth, relevance and purpose.

Planbee ensures Design and Technology is delivered through the pedagogy of our mastery curriculum and our key drivers – Creativity, Ambition and Curiosity.

These DT units are designed to ensure excellent coverage of the new National Curriculum Design and Technology objectives.

Impact

The teaching and learning of DT at Spetisbury Primary School provides opportunities to develop skills of resilience, perseverance, collaboration and reflective thinking. Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.

The impact of learning is measured through lesson outcomes and individual work produced, which demonstrate the skills and creativity that has been used. Where learning is not secure, additional learning opportunities will be provided to address this.

All children, including disadvantaged children, will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school. As designers, children will develop skills and attributes they can use beyond school and into adulthood. At the end of key stage 2 ALL children should have acquired skills and knowledge which can be applied to real life. These skills will open doors to a variety of opportunities and enable them to contribute to or even make advances in the world around them.