ABBEY MEAD
PRIMARY ACADEMY

Design Technology Policy

2024/2025

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National curriculum Purpose of study

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 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 Technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality Design Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

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 range of knowledge, understanding and skills in order to design
- Make high-quality prototypes and products for a 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.

Planning:

- To ensure the progression in Design Technology is clear, the projects are mapped out for each area of DT across the school from EYFS - Year 6.
- The progression of skills document breaks down the core skills and elements each group need to cover when teaching their DT projects.
- Design Technology is integrated with our connected curriculum units and several cross curricular links are made to ensure that learning in Design Technology is purposeful and building on their prior and current
- knowledge.
- The EYFS skills for Design Technology are linked specifically to their objectives and early learning goals where provisions are made to cater to their topics and focuses.
- To make the learning engaging and collaborative a range of teaching styles are incorporated to maximise the learning potential and enjoyment, allowing children to take risks and develop confidence when working practically.

Cross-curricula links

There are several cross-curricula links when teaching Design Technology, such as English, Maths, History, Geography and Science. Design Technology supports the learning of English, as it enables children to formulate and adapt their ideas, whilst also encouraging oracy and supporting children's articulation. This is evident when children are comparing and evaluating their ideas and products with others. Children can easily make connections with Maths when doing Design Technology as they can draw on previous learning such as measuring, size and shape which will support their practical designs and models. Projects should have links to History, Geography and Science to make them purposeful.

What we want Design Technology to look like at Abbey?

At Abbey we want DT to be:

- Creative- Projects should be entirely designed by the children utilising taught skills; therefore, they should be unique.
- Teachers and children will have high expectations; however, projects may not go to plan. Perfect outcomes are not expected; however, strong reflections and evaluations take place.
- Learning and applying a range of skills and techniques to design, make and evaluate products based on a design brief.

- DT lessons should teach both disciplinary and substantive knowledge
- DT lessons should be vocabulary rich and progressive
- Children independently utilise a range of equipment presented to them with confidence and knowledge on how to operate it.
- Children will be able to name different tools and understand what they can be used for.

Inclusion

Children with special educational needs or disabilities will be adapted for and supported appropriately, to ensure development of skills and equal access to the Design Technology curriculum. All children will be supported through scaffolding, adaptation or adult/peer support, to enable equal access to learning in Design Technology.

Safety Guidelines

General safety is the class teachers' responsibility. All teachers are responsible for the safety arrangements for their class and must demonstrate the safe use of equipment. When cooking and using the DT room for more practical resources such as saws and hot glue guns, class teachers should refer to the relevant risk assessment and talk to children about being safe when using equipment through demonstration.